DOCUMENT RESUME

ED 066 590 VT 016 459

TITLE	The Continuation of the South Carolina Research Coordinating Unit of Vocational Education (November 1, 1971 - July 31, 1972). Progress Report.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Vocational Education.; South Carolina Vocational Education Research Coordinating Unit, Clemson.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2748
PUB DATE	4 Aug 72
GRANT	OEG-2-6-062748-2073
NOTE	175p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Annual Reports; *Career Education; Curriculum Guides; Government Role; Information Dissemination; Occupational Guidance; *Program Development; Program Evaluation; Resource Materials; State Programs; *Statewide Planning; *Surveys; *Vocational Development; Vocational Education

ABSTRACT

This progress report on the activities of the South Carolina Research Coordinating Unit of Vocational Education from November 1, 1971 through July 31, 1972 outlines its major accomplishments, detailing the results of vocational education surveys and presenting a career education plan and time schedules for the research projects in the extensive appendixes. Comprehensive school surveys of vocational education were conducted in seven districts, curriculum guides in 14 occupational areas and a microfilm career information system were developed with research grants, and a federally funded pilot project for a comprehensive career education program will be implemented in 1972. Projects on adult vocational education improvement, job placement, and guidance counselor inservice training will continue, as will the development of an operational plan for the Research Coordinating Unit. Two manpower reports by the state Employment Security Commission were disseminated and technical assistance was provided to local school districts. (AG)

ED 066779

State Department of Education

COLUMBIA, S. C. 29201

Progress Report
November 1, 1971 - July 31, 1972

South Carolina
Research Coordinating Unit of Vocational Education

OE Bureau of Research No. 6-2748
Grant No. OEG-2-6-062748-2073

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PROGRESS REPORT

OE Bureau of Research No. 6-2748
Grant No. OEG-2-6-062748-2073

South Carolina
Research Coordinating Unit of Vocational Education

Period
November 1, 1971 - July 31, 1972

Date of Submission
August 4, 1972

Office of Vocational Education
State Department of Education
Columbia, South Carolina 29201

Gary J. Lashway, Supervisor
Research Coordinating Unit

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Office of Vocational Education

Title of Project
The Continuation of the South Carolina
Research Coordinating Unit of Vocational Education

RESEARCH COORDINATING UNIT PROGRESS REPORT

November 1, 1971 - July 31, 1972

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APPENDIX

A. Vocational Education Surveys
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B.3 Principal Planning Objectives - Curriculum Guide Project

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A. In October of 1971, the RCU was transferred from Clemson University Campus to the State Department of Education building in Columbia and was entirely restaffed. The purpose for relocating the RCU from Clemson to Columbia was directed toward achieving improved administrative communications and coordination of effort within the Office of Vocational Education and other State Department offices.

B. In a coordinated effort with the Office of Research, comprehensive school surveys were conducted for: Richland School District One; Lexington County School Districts One through Five; and Horry County School District.

The Vocational Education Component Reports for each survey were prepared by the RCU and were submitted to the Office of Research for incorporation in the final comprehensive school survey reports. For further discussion, see III.

C. The Research Coordinating Unit, under Part C of Public Law 90-576, has funded grant awards in three major project efforts.

1. Research grants totaling nearly $210,000.00 in federal funds were awarded to local educational agencies for the development of Curriculum Guides in fourteen (14) differenct vocational areas, including:

   (a) Graphic Communications
   (b) Distributive Education
   (c) Electricity
   (d) Commercial Cooking
   (e) Industrial Sewing
   (f) Electronics
   (g) Building Construction
   (h) Power Mechanics
   (i) Auto Body and Fender Repair
   (j) Air Conditioning, Refrigeration and Heating
   (k) Welding
   (l) Disadvantaged and Handicapped
   (m) Building Construction Trades for Handicapped (EMR)
   (n) Area Vocational Center - Administration Policy and Procedures Manual

These Curriculum Guides are based on the concept of behavioral objectives, which relate student performance and achievement to the job-entry requirements of business and industry. Field testing of all Curriculum Guides, on a state-wide basis, is scheduled to begin during September of 1972. For further discussion, see III and IV.

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS --- (Cont'd.)

2. Research grants totaling nearly $95,000.00, under Part C of Public Law 90-576, are being awarded to local school districts for the VIEW (Vital Information for Education and Work) Program.

VIEW is a microfilm career informational system that has the capability for continual up-dating, is relevant to existing job opportunities, requires a minimum of storage space and promises to significantly improve the effectiveness of career guidance efforts throughout South Carolina.

The primary objective of the VIEW program is to provide secondary school students with an interesting but pertinent occupational information system that will motivate them to explore career opportunities and assist them in making their career decision.

The program is being developed in coordination with the South Carolina Employment Security Commission, with considerable assistance from the 3M Company. Implementation of the VIEW program, on a state-wide basis, is planned by October 23, 1972. Each participating high school or vocational school will receive one (1) Executive III Model reader-printer and a deck of microfilmed career information cards.

As indicated above, the grant awards will be used to assist school districts in purchasing the microfilm reader-printers. The microfilm career informational aperature cards are being developed by the Research Coordinating Unit staff and will be made available at no cost to participating school districts.

At this time, it is apparent that at least eighty percent of the high schools and area vocational centers in South Carolina will participate in this project during the 1972-73 school year. For further discussion, see IX.

3. A research grant was awarded to the Oconee County School District in the sum of $1,466.00 to develop a pre-vocational "Self-Instructional Sound Synchronized Slide Presentation", with completion and submittal to the Office of Vocational Education scheduled for July 1, 1972. The program is presently undergoing evaluation for necessary revisions, with implementation planned during the 1972-73 school year.

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS --- (Cont'd.)

D. The Research Coordinating Unit has received the following federal grants for which the RCU has the administrative responsibility:

1. In January of 1972, the State Department of Education received a federal grant in the amount of $161,613.00 for a pilot project in Career Education. The Research Coordinating Unit of the Office of Vocational Education and Lexington County School District Three, the project site, have worked together to develop a model Career Education program to test the feasibility of state-wide implementation.

The program will operate in the district during the 1972-73 school year. In elementary school the emphasis is on general awareness of the working world. In middle school, students explore a wide range of careers and their own relationship to them. In high school, preparation is the theme as students prepare for either higher education or an immediate job. Throughout the program, the role of guidance and counseling is emphasized.

The Career Education program makes use of education's existing personnel, curricula, and techniques, but it adds a new approach of coordinating and refocusing in order to better acquaint students with and prepare them for the working world. For further discussion, see III and IV.

2. Application was made and has been awarded, under the Appalachian Regional Development Act, to provide job placement services to graduates of the eight (8) operating area vocational education centers in the six Appalachian Counties of South Carolina. The total grant award is $84,000.00 with the duration of the project effort to extend from July 1, 1972 through June 30, 1973. For further discussion, see VII and IX.

3. Application was made and has been awarded, under Section 211 of the Appalachian Regional Development Act, to assist in the development of the Adult Vocational Education Curriculum and for Adult Vocational Education Coordinators for the eight (8) operating vocational centers in the Appalachian Counties of South Carolina. The total grant award is $280,000.00 with the duration of the project effort to extend from July 1, 1972 through June 30, 1973. For further discussion, see VII and IX.

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS --- (Cont'd.)

4. Notification was received July 28, 1972 of the award of a federal grant, in the amount of $27,820.00, entitled, "Guidance Counselor - Career Development Institute". This grant will provide in-service training for high school, middle school, vocational center, and technical center guidance counselors in the six county Appalachian Region of South Carolina. For further discussion, see VII.

E. Technical assistance was provided to school districts in Anderson, Greenville, and Spartanburg Counties in the preparation of proposals, and funding applications for new vocational facilities, facility expansions, and corresponding instructional equipment. All proposals submitted have been funded.

F. Another area of accomplishment has been in the field of dissemination activities. For further discussion, see IV.

II. PROBLEMS

A. Staffing shortages due to a constantly increasing work load have been a continual problem, which was expected during the formative and organizational stage of operation, however, the recent hiring of additional personnel will resolve this problem. For further discussion, see VIII.

III. SIGNIFICANT FINDINGS AND EVENTS

A. The surveys mentioned previously provided much significant data. Many of the recommendations made in the survey reports have been or are planning to be implemented by the local school district administrations. See Appendix A.

B. The overall quality of the fourteen curriculum guides (Reference I - C, 1.) far exceeded initial expectations and will require a minimum of editing and revision, allowing for state-wide implementation to initiate "field testing" during September of 1972-73.

C. The Research Coordinating Unit considers its planning activities among its most significant events. For examples of planning techniques used, see Appendix B.

IV. DISSEMINATION ACTIVITIES

Two recent reports by the South Carolina Employment Security Commission, "South Carolina's Manpower in Industry, 1972" and "Industry Monographs On Manpower --- Requirements and Resources in South Carolina, Special Report 1972", were distributed to:

All School Superintendents, Principals, Guidance Counselors,

Teacher and Guidance Educators at State Supported Colleges,

State Department of Education offices, and

all personnel in the Office of Vocational Education.

V. CAPITAL EQUIPMENT ACQUISITION

The relocation of the Research Coordinating Unit from Clemson University to Columbia, involved the transfer of office and technical equipment purchased after June 30, 1970. Since the relocation of the RCU in October of 1971, capital equipment expenditures of approximately $4,000.00 have been made for office furniture and equipment. In addition, the following microfilm equipment was purchased:

3 M 400 B Reader-printer.	$ 1,456.00
3 M 420 AA Dupliprinter	$ 2,928.00
TOTAL	$ 4,384.00

VI. FORMS

None.

VII. OTHER ACTIVITIES

A. The RCU has coordinated its activities with other offices within the South Carolina State Department of Education. The comprehensive school surveys represented a joint effort between the Office of Research and the Office of Vocational Education.

The Office of Secondary Education's Guidance Section has been of assistance with the VIEW program and will be directly involved with the RCU in the grant project for job placement services in the Appalachian area vocational centers and in the grant project for career development institutes for counselors.

VII. OTHER ACTIVITIES --- (Cont'd.)

B. The RCU is also involved in coordination activities with agencies outside the Department of Education. The grant for the improvement of adult education in the Appalachian area vocational centers and a grant for future development of one of the curriculum guides (See IX) will both provide opportunities for articulation between Vocational and Technical Education Programs.

The Supervisor of the RCU has recently been appointed as the South Carolina State Department of Education Coordinator for Industry, Education, and Labor.

VIII. STAFF SUMMARY

A. When the RCU was moved to Columbia in October of 1971, it was necessary to completely restaff. Mr. Gary J. Lashway was appointed as Supervisor of the Research Coordinating Unit. Mr. Lashway and his staff are a part of the Ancillary Service Section within the State Office of Vocational Education.

B. The staff positions in the RCU are designated as consultant positions. Mr. Richard E. Toemmes joined the RCU as a consultant on October 21, 1971 and served as project coordinator for the Curriculum Guides project and the VIEW project until he left the staff (promoted within the State Department of Education) in July 1972.

Mr. C. L. Wilson has been with the RCU since January, 1972 as a consultant for vocational guidance activities.

Mrs. Judith G. Harlan has been the consultant serving as the Career Education project coordinator since she joined the staff in February, 1972.

Mr. Julian L. Hicks has just transferred from within the Office of Vocational Education to the RCU and will serve as coordinator for the Job Placement Services Project and the Adult Vocational Education Project, planned for the area vocational centers in the six Appalachian Counties of South Carolina.

C. To provide an adequate staffing level for the VIEW and Curriculum Guide projects, part-time and temporary personnel were employed.

For the VIEW project, Mr. Jesse A. McCall is the technical writer; Mr. David R. Fischbein is the technician; and, Mr. Chris J. Lerstang is the artist. For the Curriculum Guides project, two curriculum consultants have been employed; Mr. Frederick Tanner and Mr. William J. Singletary.

VIII. STAFF SUMMARY --- (Cont'd.)

All of the part-time and temporary personnel in the RCU are currently enrolled in undergraduate, masters or doctorate degree programs.

D. Currently, the RCU has a capable secretarial staff of three full-time persons; Mrs. Bellewoods C. Nash, executive secretary), Miss Annie B. Lott, and Miss Cathy Ballentine.

E. Two new full-time consultants have been hired and will join the staff on or before September 1, 1972. Mr John J. Sullivan will serve as an administrative assistant, and Mr. Gregory G. Morrison will be the consultant acting as project coordinator for the Curriculum Guides project.

IX. FUTURE ACTIVITIES

A. Several of our current projects are on-going, and future activities will include continuation of these efforts.

1. Career Education
2. Business-Education-Labor Liaison
3. Technical Assistance
4. Dissemination

B. Two of our current projects are moving from development phase to that of state-wide implementation:

1. VIEW
2. Curriculum Guides

C. In several areas, development activities will continue:

1. Curriculum Guides Project
   a. Expansion of graphic communications to include "self-instructional learning activity packages".
   b. Three new guides in high priority instructional areas.
2. Job Placement Project.
3. Adult Vocational Education Improvement Project.
4. Guidance Counselor In-Service Project.
5. Survey of State's Vocational Teachers and Students.
6. Development of an RCU Operational Plan.

X. CERTIFICATION

Submitted By:

Gary J. Lashway, Supervisor
Research Coordinating Unit

Approved By:

L. L. Lewis, Director
Office of Vocational Education

William C. Pinson, Chief Supervisor
Ancillary Services

R. Wyndal Howard, Accountant
Office of Finance

APPENDIX A

"LEXINGTON COUNTY COMPREHENSIVE SCHOOL SURVEY"

VOCATIONAL EDUCATION SURVEY REPORT

SOUTH CAROLINA STATE DEPARTMENT of EDUCATION
OFFICE of VOCATIONAL EDUCATION
COLUMBIA, SOUTH CAROLINA

JANUARY 20, 1972

"LEXINGTON COUNTY COMPREHENSIVE SCHOOL SURVEY"

VOCATIONAL EDUCATION

INTRODUCTION:

The purpose of this survey effort, as requested by the County's School Superintendents, was to conduct a candid, in-depth appraisal of the vocational education program in Lexington County and correspondingly offer recommendations for improvement wherever deemed necessary.

A survey coordinator was appointed by the Director of the Office of Vocational Education and assumed the overall responsibility for the survey. Initial survey *"Kick-off"* meetings were held with the Lexington County School Superintendents, High School Principals, and Guidance Counselors to present the survey scope, methodology and objectives.

A Survey Team Coordinator was responsible for arranging the survey visitation schedule to each high school in Lexington County, leadership for the survey visitations and the summarization of survey team recommendations.

The willingness of the Lexington County school personnel to identify problem areas associated with Vocational Education and their full cooperation during the initial meetings and throughout the survey effort is gratefully acknowledged.

COUNTY PROFILE:

The impact that vocational and technical education have had on the economic and industrial growth of South Carolina clearly reflects the investment made in education and occupational training. Economic and industrial growth will continue only as long as a trained labor force is available to satisfy the employment needs of business and industry.

The population of Lexington County increased from 46.6% from 1960 to 1970 (60,726 to 89,012 persons), the second highest rate of county population growth in the state. The Columbia SMSA (STANDARD METROPOLITAN STATISTICAL AREA), composed of Lexington and Richland Counties, is experiencing the greatest population and employment growth of any other SMSA in the state.

TABLE 1

	POPULATION 1/			POPULATION 2/		
SMSA	1960	1970	%CHANGE	1967	1970	%CHANGE
Columbia	260,828	322,880	+23.8	110,800	128,400	+15.9
Charleston	254,578	303,849	+19.4	98,000	104,300	+ 6.4
Greenville	255,806	299,502	+17.1	130,800	138,500	+ 5.8
State	2,382,594	2,590,516	+ 8.8	957,500	1,036,800	+ 8.3

SOURCE: 1/ U. S. Department of Commerce, 1970 Census of Population

2/ South Carolina Employment Security Commission, Work Force Estimates

As evidenced by the population data in Table 2, all sub-divisions of Lexington County have experienced significant growth from 1960-1970. The Irmo Division in Lexington School District Five has recorded a 384.6% growth from 1960 to 1970, the largest rate of growth for any county sub-division in the state.

TABLE 2

POPULATION GROWTH TRENDS

SCHOOL DISTRICT	COUNTY SUBDIVISION	POPULATION 1960	POPULATION 1970	% CHANGE
1	Lexington	7,884	12,297	+56.0
	Gilbert	4,337	4,902	+13.0
	Pelion	2,268	2,852	+25.7
	Sub-Total	14,489	20,051	+38.3
2	Cayce	17,570	25,807	+46.9
	West Columbia	13,793	21,975	+59.3
	Sub-Total	31,363	47,782	+52.3
3	Batesburg-Leesville	7,955	8,495	+ 6.8
4	Swansea	4,046	4,651	+15
5	Irmo	1,177	5,704	+384.6
	Chapin	1,696	2,329	+37.3
	Sub-Total	2,873	8,033	+279.7
LEXINGTON COUNTY TOTAL		60,726	89,012	+46.6

SOURCE: U. S. Department of Commerce, 1970 Census of Population

A review of the data in Tables 3 and 4 validates the U. S. Bureau of the Census position that South Carolina has a youthful population. This factor is a major consideration with regard to the future industrial growth of Lexington County.

TABLE 3

LEXINGTON COUNTY AGE GROUP DISTRIBUTION (1970)

AGE GROUP	NUMBER	PER CENT of COUNTY POPULATION		
Under 5 Years	8,751	9.8		
5 - 9	9,659	10.8	40.5	
10 - 14	9,412	10.6		57.0
15 - 19	8,269	9.3		
20 - 29	14,716	16.5		
30 - 39	11,466	12.9		
40 - 59	18,582	20.9		
60 and over	8,157	9.2		
TOTAL	89,012	100.0%		

TABLE 4

SCHOOL ENROLLMENT AS A PER CENT of POPULATION (1970)

SCHOOL DISTRICT	POPULATION of COUNTY SUBDIVISION	PUBLIC SCHOOL ENROLLMENT	PER CENT SCHOOL ENROLLMENT
1	20,051	4,759	23.8
2	47,782	11,045	23.2
3	8,495	2,625	31.0
4	4,651	1,144	24.6
5	8,033	3,655	45.5
TOTAL	89,012	23,228	26.1%

As would be expected, school enrollment growth trends follow generally the rate of population growth for the County - Tables 5 through 9 detail the public school enrollments for each of the school districts in Lexington County. A slight declining trend in Black enrollments is evident for all districts and is most probably due to the effect of declining birth rates, which is not unusual for the state or the nation as a whole. White enrollments show an overall increasing trend reflecting the effects if in-migration with the largest increase occurring in School Districts Five, One and Two.

LEXINGTON DISTRICT ONE - SCHOOL ENROLLMENT TRENDS

	1968-1969			1969-1970			1970-1971			1971-1972		
GRADE	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL
12	222	29	251	259	30	289	257	23	280	261	18	279
11	272	34	306	276	30	306	285	23	308	297	31	328
10	283	32	315	304	31	335	304	31	335	366	20	386
9	311	39	350	335	44	379	435	45	480	447	66	513
8	318	52	370	406	43	449	408	61	469	380	43	423
7	411	51	462	394	59	453	383	44	427	415	53	468
6	369	59	428	365	33	398	401	56	457	398	43	441
5	356	53	409	395	70	465	384	45	429	451	50	501
4	375	54	429	349	41	390	417	62	479	409	48	457
3	345	57	402	382	61	443	405	49	454	407	46	453
2	363	57	420	354	59	413	388	49	437	396	40	436
1	368	71	439	372	67	439	401	57	458	374	62	436
TOTAL	3,993	588	4,581	4,191	568	4,759	4,468	545	5,013	4,601	520	5,121

PER CENT CHANGE 1968-69 TO 1971-72 = +11.8%

SOURCE: Annual Superintendent's Reports

LEXINGTON DISTRICT TWO - SCHOOL ENROLLMENT TRENDS

	1968-1969			1969-1970			1970-1971			1971-1972		
GRADE	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL
12	505	74	579	504	48	552	542	54	596	588	67	655
11	537	59	596	557	81	638	632	60	692	655	79	734
10	627	88	715	694	76	770	765	106	871	761	87	848
9	815	132	947	843	128	971	921	122	1,043	939	125	1,064
8	788	121	909	844	92	936	840	115	955	812	120	932
7	834	130	964	856	141	997	832	125	957	850	83	933
6	789	149	938	781	119	900	837	98	935	860	93	953
5	783	125	908	857	92	949	887	94	981	947	114	1,061
4	846	105	951	882	117	999	1,005	143	1,148	874	99	973
3	880	119	999	976	146	1,122	918	107	1,025	878	112	990
2	1,000	152	1,152	953	136	1,089	948	132	1,080	864	128	992
1	938	155	1,093	955	167	1,122	916	125	1,041	785	112	897
TOTAL	9,342	1,409	10,751	9,702	1,343	11,045	10,043	1,281	11,324	9,813	1,219	11,032

PER CENT CHANGE 68-69 TO 1971-72 = +2.6%

SOURCE: Annual Superintendent's Reports

LEXINGTON DISTRICT THREE -- SCHOOL ENROLLMENT TRENDS

	1968-1969			1969-1970			1970-1971			1971-1972		
GRADE	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL
12	100	37	137	108	42	150	113	29	142	117	58	175
11	114	59	173	102	24	126	120	56	176	109	64	173
10	119	56	175	131	77	208	131	82	213	123	63	186
9	137	74	211	134	90	224	135	79	214	163	63	226
8	152	94	246	152	88	240	172	63	235	134	85	219
7	155	85	240	176	68	244	141	87	228	142	86	228
6	154	67	221	140	91	231	140	89	229	135	90	225
5	141	89	230	139	96	235	131	96	227	148	81	229
4	137	103	240	128	93	221	154	88	242	131	104	235
3	142	99	241	152	103	255	126	100	226	181	74	255
2	148	92	240	128	91	219	162	78	240	151	91	242
1	142	119	261	177	95	272	154	123	277	123	122	245
TOTAL	1,641	974	2,615	1,667	958	2,625	1,679	970	2,649	1,657	981	2,638

PER CENT CHANGE 1968-69 TO 1971-72 = +0.8%

SOURCE: Annual Superintendent's Reports

TABLE

LEXINGTON DISTRICT FOUR - SCHOOL ENROLLMENT TRENDS

	1968-1969			1969-1970			1970-1971			1971-1972		
GRADE	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL
12	42	19	61	31	18	4	39	15	54	44	18	62
11	37	25	62	34	12	4	43	18	61	46	14	60
10	47	27	74	47	36	8	53	26	79	49	23	72
9	59	40	99	58	29	8	52	41	93	71	42	113
8	68	34	102	52	51	10	57	27	84	63	40	103
7	54	60	114	58	40	9	65	51	116	52	45	97
6	78	38	116	68	45	11	47	50	97	61	29	90
5	77	43	120	48	46	9	60	25	85	81	48	129
4	54	50	104	63	43	10	71	54	125	63	51	114
3	63	40	103	71	41	11	77	49	126	63	52	115
2	74	50	124	67	62	12	57	58	115	70	49	119
1	90	61	151	57	67	12	68	57	125	69	38	107
TOTAL	743	487	1,230	654	490	1,14	689	471	1,160	732	449	1,181

PER CENT CHANGE 1968 TO 1971-72 = -4.0%

SOURCE: Annual Superintendent's Reports

LEXINGTON DISTRICT FIVE - SCHOOL ENROLLMENT TRENDS

	1968-1969			1969-1970			1970-1971			1971-1972		
GRADE	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL
12	149	35	184	196	27	22[illegible]	193	22	215	260	37	297
11	189	30	219	196	28	22[illegible]	249	40	289	291	39	330
10	188	36	224	228	45	27[illegible]	284	50	334	313	37	350
9	203	51	254	243	57	30[illegible]	272	42	314	359	30	389
8	212	56	268	230	43	27[illegible]	299	26	325	375	52	427
7	196	40	236	241	34	27[illegible]	348	53	401	363	55	418
6	212	31	243	277	62	33[illegible]	317	42	359	371	37	408
5	239	61	300	259	43	30[illegible]	316	38	354	409	38	447
4	231	53	284	286	40	32[illegible]	340	34	374	378	51	429
3	248	50	298	299	43	34[illegible]	345	49	394	395	36	431
2	250	59	309	323	61	38[illegible]	350	43	393	390	51	441
1	285	64	349	321	73	39[illegible]	391	66	457	394	48	442
TOTAL	2,602	566	3,168	3,099	556	3,65[illegible]	3,704	505	4,209	4,298	511	4,809

PER CENT CHANGE 1968-69 TO 1971-72 = +51.8%

SOURCE: Annual Superintendent's Reports

A recent report by the South Carolina Employment Security Commission, entitled *"MANPOWER ---- REQUIREMENTS AND RESOURCES in SOUTH CAROLINA, INDUSTRY and OCCUPATION, MAY 1971"*, projects the following employment demand through 1975 for Economic Area II in the State, of which the Columbia SMSA is a dominating part.

TABLE 10

EMPLOYMENT DEMAND 1970-1975

PROMISING OCCUPATIONS	EXPANSION	REPLACEMENT 1/	TOTAL
Clerical	3,850	5,390	9,240
Sales and Merchandising	1,300	1,560	2,860
Service	1,190	1,190	2,380
Food	1,250	1,875	3,125
Lodging	400	440	840
Personal	750	900	1,650
Processing	1,250	1,250	2,500
Chemical	500	450	950
Food	100	140	240
Machine Trades	1,750	2,275	4,025
Metal	350	116	466
Metal Working	300	100	400
* Mechanics and Machinery Repair	800	400	1,200
Textiles	250	2,750	3,000

TABLE 10 - Cont.

PROMISING OCCUPATIONS	EMPLOYMENT DEMAND 1970-1975 EXPANSION	REPLACEMENT 1/	TOTAL
** Bench Work	1,950	1,853	3,803
Metal Products			
Medical, Scientific, Photo. and Optical Goods	200	200	400
Electrical Equipment	200	80	280
Assorted Products	300	120	420
Textile	800	960	1,760
Sewing Machine Operator	600	840	1,440
Structural Work	4,200	1,512	5,712
Structural Metal Fabrication	400	132	532
Welding and Flame Cutting	400	68	468
Electrical	750	248	998
Painting and Plastering	300	99	399
*** Other Construction	1,800	522	2,322
Packaging and Materials Handlers	1,250	1,375	2,625

1/ Replacement needs are based on expansion to replacement ratios for the state as a whole as contained in the South Carolina Employment Security Commission's *"Manpower Report"*.

* Includes Auto and Refrigeration Mechanics.

** Involves Assembly, Fabrication and Repair.

*** Includes Carpenters, Masons, Plumbers and Laborers.

It should be recognized that a large percentage of vocational graduates become self-employed or secure employment with small businesses not covered by the South Carolina Employment Security Law (less than six employees). These employment opportunities correlate directly with the increasing demand for goods and services brought about by the population growth of Lexington County and the Columbia SMSA. Employment forecast data, therefore, must be viewed in this light.

Since the primary source of future manpower supply for Lexington County will flow through the secondary schools, an improved vocational education program is imperative to assure and sustain the growth of the county. The vocational education program in the county public school system is highly limited in size and scope, and the existing vocational facilities have created a major deterrent with regard to future growth potential. This problem has been circumvented in the past by utilizing the facilities at the Columbia Regional Technical Center. Now, as a result of the continuing population growth, the great distances from the *"home high schools"* to the technical center, the increasing number of students being transported to TEC, and the fact that TEC facilities are in need of renovation and updating[1/], the Columbia Regional Technical Center no longer is adequate to serve the occupational training needs of the secondary students in Lexington County.

The goal for vocational education adopted by the State Board of Education in May of 1970, to make vocational education available to all students choosing it, by 1975, cannot be realized in Lexington County unless changes are made.

Realizing that the economic and industrial growth of Lexington County is directly related to the educational attainment level of its workforce, the task ahead is clear ---- *to provide high school students and adults with occupational training that is continually geared to the changing needs of business and industry.* Vocational Education is the way and new vocational facilities are the means to serve the changing needs in Lexington County.

1/ TRENDS MAGAZINE, *"AN INTERVIEW WITH TEC'S NEW DIRECTOR, O. STANLEY SMITH, JR.". DECEMBER 1971"*

VOCATIONAL SURVEY:

During the 1970-1971 school year nearly 44% of the eleventh and twelfth grade students in Lexington County were enrolled in an occupational training program (Reference Tables 11 and 12).

TABLE 11

VOCATIONAL EDUCATION PARTICIPATION RATE (1970-71)

SCHOOL DISTRICT	11th and 12th GRADE ENROLLMENT	VOCATIONAL EDUCATION ENROLLMENT 1/	PER CENT VOCATIONAL EDUCATION ENROLLMENT
1	588	306	52.0
2	1,288	567	44.0
3	318	112	35.3
4	115	98	85.2
5	505	146	29.0
TOTAL	2,814	1,229	43.7%

1/ Was necessary to estimate the number of Office Occupations students that were enrolled for occupational preparation as opposed to general or academic students.

VOCATIONAL COURSE OFFERINGS AND ENROLLMENTS BY HIGH SCHOOL AND PLACE of INSTRUCTION

VOCATIONAL EDUCATION ENROLLMENTS BY SCHOOL DISTRICT AND HIGH SCHOOL

PLACE of INSTRUCTION	COURSE OFFERING	DISTRICT 1			DISTRICT 2		DISTRICT 3	DISTRICT 4	DISTRICT 5		TOTAL
		PELION	LEXINGTON	GILBERT	BROOKLAND CAYCE	AIRPORT	BATESBURG LEESVILLE	SWANSEA	IRMO	CHAPIN	
Columbia Regional Technical Center	Electricity & Electronics	8	24		14	11	1	3	6		67
	Auto & Diesel Mechanics	10	24	5	22	32	7	1	6	4	111
	Carpentry	1	7	4	2	19	1	3			37
	Ornamental Horticulture	3	3			4					10
	Welding		9		6	22	4			2	43
	Watch Making		3			3					6
	Printing		2		7	16					25
	Air Cond. & Refrig.		7		2	9	3				21
	Drafting		4		2	4			2		12
	Masonry		10	1	2	2	3				18
	Machine Shop		3	1	2	23					29
	Farm Machinery		2		1	7				1	11
	Dental Assisting				2	1					3
	Heavy Equipment					11					11
	Radio & T.V. Repair					6					6
	Sub-Total	22	98	11	62	170	19	7	14	7	410
	% 11th,12th Graders Enrolled at TEC	22.3%			18.0%		6.0%	6.1%	4.1%		14.6%
High Schools	Agriculture	16	0	13	0	0	25	22	0	0	76
	Office Occupations	38	83	25	141	139	68	45	79	46	664
	Distributive Education	0	0	0	15	40	0	24	0	0	79
	Sub-Total	54	83	38	156	179	93	91	79	46	819
	TOTAL	76	181	49	218	349	112	98	93	53	1,229

Comparing the vocational education participation rate in Table 11 with the college entrant rate in Table 13 indicates that approximately 20% of the high school graduates entered the work force in 1970 without a marketable job skill. The vocational education participation rate of nearly 44% is not as favorable as it might appear when the following facts are considered:

1. All of the girls represented in the 44% rate (approximately one-half of the total) were limited to one or two course of study offered in their home high school (Distributive Education and Office Occupations) or had the possibility of taking the Dental Assisting course at TEC and being bussed with a male majority.

2. Many boys were unable to enroll at TEC due to conflicting class schedules, their inability to pay tuition fees or a lack of parental consent concerning the transportation time and distance.

TABLE 13

LEXINGTON COUNTY COLLEGE ENTRANTS (1970)

DISTRICT	HIGH SCHOOL	NUMBER OF HIGH SCHOOL GRADUATES	NUMBER ENTERING COLLEGE	PER CENT COLLEGE ENTRANTS
1	Lexington	142	48	33.8
	Gilbert	53	11	20.7
	Pelion	34	4	11.7
	TOTAL	229	63	27.5%
2	Airport	284	63	22.1
	Brookland-Cayce	249	83	33.4
	TOTAL	533	146	27.4%
3	Batesburg-Leesville	87	27	31.0
	Twin City	32	8	25.0
	TOTAL	119	35	29.4%
4	Swansea	66	10	15.1%
5	Irmo	125	69	55.2
	Chapin	42	13	30.9
	TOTAL	167	82	49.1%
LEXINGTON COUNTY TOTAL		1,114	336	30.2%

The vocational education program in the county high schools is limited to only three occupational areas: Agriculture, Office Occupations, and Distributive Education. Any student desiring another occupational choice must travel distances ranging from ten (10) to sixty-two (62) miles per day to the Columbia Regional Technical Center. It is required by State Law that the speed of school buses be limited through the use of governors and consequently, this restriction prevents travel on Interstate Highways I-20 and I-26. Students in outlying areas of the county are forced to spend more than one-half of their school day traveling on a school bus. There is a direct correlation between student enrollment at the Columbia Regional Technical Center and the distance that students must be transported (Reference Table 14). For example, the vocational education participation at TEC for the two closest School Districts (One and Two) range between 18% and 22.3%. Districts Three, Four and Five, whose students must travel 36 to 62 miles per day to attend TEC, have participation rates between 4.1% and 6.1%. It is evident that the needs of the students in Districts Three, Four and Five are not being met! Although School Districts One and Two do not have a transportation problem, they are effected by other problems associated with the utilization of TEC, that are common to all Lexington County School Districts.

TABLE 14

TRANSPORTATION DISTANCE TO TEC - TEC ENROLLMENTS

SCHOOL DISTRICT	HIGH SCHOOL	DISTANCE FROM HIGH SCHOOL TO COLUMBIA TEC	HIGH SCHOOL STUDENTS ENROLLED AT COLUMBIA TEC
1	Gilbert	17 Miles	11
	Pelion	17	22
	Lexington	8	98
		TOTAL	131
2	Brookland-Cayce	5 Miles	62
	Airport	Under 1	107
		TOTAL	169
3	Batesburg-Leesville	30 Miles	19
4	Swansea	21 Miles	7
5	Irmo	18 Miles	14
	Chapin	31	7
		TOTAL	21

At the present time, eighteen occupational courses are offered at the Columbia Regional Technical Center with Lexington County secondary students enrolled in all except Turf Maintenance. (Reference Table 12). Only one of the course offerings at TEC, Dental Assisting, is designed for girls. Another problem associated with TEC is the fact that secondary students are placed in classes with adults and receive less of the teachers attention and time than the adults. Finally, there is a need for greater coordination between the Regional Technical Education Center and the county high schools with regard to student guidance, student discipline, and scheduling of classes. The relative lack of coordination between TEC and the high school guidance counselors makes the counselors unaware of student progress and less aware of student aptitudes, interests, and occupational suitabilities. Guidance in Lexington County tends to be oriented more towards the academic student than the vocational student, but the percentage of college entrants is much smaller than the percentage of students in need of vocational training. This inequity of guidance emphasis may also be shown by the fact that the academic student is assisted in his efforts to enter college but, generally, the vocational student goes unassisted in his efforts to secure employment. In view of the limiting factors associated with the vocational education program in Lexington County, guidance should not be faulted too greatly. The survey of guidance facilities follows:

TAB - 15

GUIDANCE DEPARTMENT DEFICIENCIES

SCHOOL DISTRICT	HIGH SCHOOL	SURVEY COMMENTS
1	Gilbert	Office space inadequate (12' x 8'). Lacks waiting area, display area and private counseling facilities. Poor office location (away from main office complex)
	Pelion	Office space inadequate (10' x 6'). Lacks waiting area, display area and private counseling facilities. Extremely poor office location, at the end of a badly lighted *"dead-end"* hallway.
	Lexington	Counseling facilities need to be more private.
2	Brookland-Cayce	Guidance Counseling effort needs improved organization.
	Airport	No deficiencies noted.
3	Batesburg-Leesville	No deficiencies noted.
4	Swansea	Office space inadequate (6' x 10'). Lacks waiting area, display area and private counseling facilities. Location of office very poor (end of dark second floor hallway). Files are stored in hallway and are a fire hazard. Guidance Counseling effort needs better organization.
5	Irmo Chapin	No deficiencies noted.

According to the Annual Superintendents Report approximately 4.2% of the students in Lexington County were enrolled in a *"special needs"* program during the 1970-71 school year. Estimates given to the survey team by the high school administrators indicated that between 15.0% and 25.0% of the county's school population are in the category of handicapped and/or disadvantaged. Obviously, the needs of this segment of the school population are not being met.

A review of the data presented in Table 16 reveals the total inadequacy of the existing vocational facilities in Lexington County, in terms of: structural soundness, location, safety, and image. Considering the rapid population growth occurring in the county, the efforts to reduce the student drop-out rate and make vocational education available to all students choosing it by 1975 (STATE BOARD of EDUCATION GOALS), the facilities problem will mushroom in magnitude unless effective corrective measures are initiated NOW.

DISTRICT	SCHOOL	OFFERING	SURVEY TEAM COMMENTS
1	Gilbert	Agriculture	Laboratory approximately 1,000 sq.ft. smaller than minimum recommended size. Classroom approximately 270 sq.ft. smaller than minimum recommended size.
		Consumer and Home Making	Area poorly arranged. Washer and dryer inadequate and should be replaced. Sink garbage disposal should be purchased. Lack janitorial services, storage space inadequate. Equipment abused and not always available to teacher.
	Lexington	Consumer and Home Making	Clothing department is too small. Storage limited. Dishwasher needed and small foods equipment should be replaced. No more than 16 students should be scheduled for each class in the room.
	Pelion	Agriculture	Inadequate instructional supplies. Shop layout could be improved.
		Consumer and Home Making	Laboratory approximately 400 sq.ft. smaller than minimum recommended size. Department needs dishwasher and sink with garbage disposal.
2	Airport	Distributive Education	Complete lack of equipment for this course, laboratory approximately 350 sq.ft. smaller than minimum recommended size.
	Brookland-Cayce	Distributive Education	Complete lack of equipment and supplies. Poor housekeeping.
3	Batesburg-Leesville	Agriculture	Classroom and laboratory are both approximately 230 sq.ft. smaller than the recommended minimum size. Department not designed for agriculture. Laboratory shared with Shop Department and equipment abused.
		Consumer and Home Making	Very inadequate facilities. Basement classroom has drainage problem and limits use of equipment requiring drainage. Exposed pipes at walls and ceiling. Water service connections are not available on upper levels of the building for use. A dishwasher,dryer and washer needed.
4	Swansea	Agriculture	Classroom is 400 sq.ft. and laboratory 900 sq.ft. less than the minimum recommended size. Shop antiquated, poorly arranged, equipment old and badly in need of repair.
		Agriculture-Auto Mechanics	Laboratory 2,000 sq.ft. smaller than minimum recommended size.
		Consumer and Home Making	Seving room crowded. Poor storage. Insufficient number of electical outlets. Lack laundry equipment and garbage disposal.
		Distributive Education	Very inadequate. Nearly a complete lack of equipment, poor housekeeping.
5	Irmo	Agriculture	Laboratory 1,300 sq.ft. smaller than minimum recommended size. Overcrowded condition. Equipment old and in need of repair. Mechanical Drawing class uses the same classroom.
		Consumer and Home Making	Laboratory poorly arranged. Have only one good kitchen unit. Need reference material.
	Chapin	Agriculture	Classroom and laboratory are each approximately 500 sq.ft. smaller than the minimum recommended size.
		Consumer and Home Making	Adequate.

RECOMMENDATIONS:

It should be apparent from the preceeding portions of this report that vocational education must not be allowed to remain in high school basements or in undersized facilities or dilapidated buildings. The continued economic growth of Lexington County is at stake ------- *the future success of children is in the balance* ------ the intrinsic worth of each human being and their potential for making a positive contribution to society cannot be neglected. This is a matter for concern and a mandate for immediate action!

Recommendations for the improvement of vocational education in Lexington County are offered for both the short term period (present through the 1972-1973 school year) and the longer term period (1973-74 to 1975-76 school years). Short term recommendations pertain to county-wide improvements which are possible to accomplish now, which involve a minimum of financial expenditures and are directed toward the achievement of a minimum acceptable vocational program. Longer term recommendations were formulated for each of the five school districts in Lexington County and are directed toward the establishment of a quality vocational education program.

LONGER TERM RECOMMENDATION APPROACH:

DETERMINING THE NEED FOR NEW OR EXPANDED VOCATIONAL EDUCATION FACILITIES

1. As an initial step, the following standards and criteria were established:

   a. Grade levels to be served . . . . . 11 and 12

   b. Maximum of distance and bussing time between the proposed vocational centers and the served high schools:

      Maximum Distance . . . . . 15 Miles

      Maximum Bussing Time . . . . . 30 Minutes

   c. Minimum enrollment required for the justification of a new or expanded facility . . . . . 50% of enrollment capacity

   d. Vocational Building Area Utilization:

      NEW FACILITY - Laboratory and classroom area . . . 76.0%

      Auxiliary area. 24.0%

      EXPANDED FACILITY - Laboratory and

      classroom area 85.0%

      Auxiliary area 15.0%

   e. Building site size for the location of

      of a new facility. . . . . 20 to 30 Acres

   f. Building Construction Cost Estimate:

      *1971 COST ESTIMATE . . . . . $17.00 Per Sq.Ft.

      ANNUAL INFLATION ADJUSTMENT. . . . . + 5.0%

   * - Includes the facility, acquisition of land, site grading, utility installations, architectural and engineering fees, and inspection costs.

LONGER TERM RECOMMENDATION APPROACH: - Continued

DETERMINING THE NEED FOR NEW OR EXPANDED VOCATIONAL EDUCATION FACILITIES

2. A Lexington County map, locating all high schools and vocational schools, was used to evaluate and determine potential areas for the general location of proposed facilities.
3. The following information was secured for each school district in the county:
   a. High School Enrollment Capacities.
   b. Public School Enrollment Trends from 1968-69 to 1971-72.
   c. Number of eleventh and twelfth grade students who were enrolled in vocational education during the 1970-71 school year.
   d. A listing of student enrollments in 1970-71 for each of the high schools served by the Columbia Regional Technical Center.
   e. School district plans for each high school and expansion possibilities for each facility and site.
   f. Population growth trends for each school service area and other possible influences on future enrollments.
   g. Estimate of the potential number of eleventh and twelfth grade students from each high school that would attend the proposed vocational education facility.
   h. Determine the target year the expanded or new facility should be operational.
   i. Estimate the building area and construction cost for each proposed facility.
   j. Recommend a general location for the construction of each new facility, based upon the location and concentration of high schools to be served, population growth trends of the area, and bussing distance-time relationships.

EQUIPMENT NEEDS FOR NEW AND EXPANDED FACILITIES

Logically, the first item of concern dealt with the curriculum needs for the proposed new or expanded facilities. The following information was utilized in establishing these course offerings:

1. An analysis of the current and projected employment opportunities for the county, utilizing work force estimate data, average monthly employment data, the *"1971 Manpower Report"* and other publications from the South Carolina Employment Security Commission. The *"1970-71 South Carolina Industrial Directory"* by the South Carolina State Development Board was also utilized.

2. A summary of the present course offerings and their relevancy to existing and projected employment opportunities.

3. The curriculum for each proposed new or expanded facility was developed to achieve an overall balance of occupation training, consistent with current and projected employment opportunities.

4. Equipment cost estimates, corresponding with the established course offerings for new facilities, were based upon inventory valuation data from several recently constructed area vocational centers.

SHORT TERM RECOMMENDATIONS:

1. That the school administration in each Lexington County School District formulate an overall policy with regard to the importance of vocational education in terms of serving student needs, facility requirements and funding allocations-priorities.

2. That specific objectives for meeting the State Board of Education's Goals, adopted in May of 1970, be established by each school district in the county.

3. That vocational education students continue to be transported to the Columbia Regional Technical Education Center until new vocational education facilities are constructed and operational.

4. That the enrollment costs (tuition, etc..) to attend TEC be assumed by each school district, so that no child may be denied occupational training because of inability to pay these charges.

5. That existing vocational education facilities, equipment and programs be improved (Reference Table 16) in the Batesburg-Leesville and Swansea High Schools to insure student safety and provide at least a minimum acceptable level of occupational training until new high school facilities, with up-to-date vocational facilities and equipment, are completed. Vocational programs in the remaining high schools, which are not planned for obsolescence in the near future, should receive a maximum improvement effort (Reference Table 16). Course offerings

SHORT TERM RECOMMENDATIONS: - Continued

in Distributive Education should be initiated at Lexington, Batesburg-Leesville and Irmo High Schools. It is suggested that Mr. E. H. Jones, Chief Supervisor of Program Planning and Development, Office of Vocational Education, be contacted for assistance in this effort.

6. That Guidance Department facilities and equipment be improved in accordance with the deficiencies noted in Table 15.

7. That the responsibilities for the postion of *"Guidance Counselor"* be revised to achieve an equitable balance between college preparatory and vocationally oriented students.

8. That the guidance personnel in all districts participate fully in the VIEW Project (Vital Information for Education and Work) that is presently being developed by the Research Coordinating Unit of the Office of Vocational Education.

9. That an effective communications channel be established between the guidance department in each high school and appropriate personnel at the Columbia Regional Technical Education Center.

10. That the scope of *"Special Needs Programs"* be increased to at least double the present enrollment level, by implementing additional pre-vocational and adjunct education programs. A concentrated and continuing effort must be made to reach the 15% to 25% of the school population that are currently categorized as educationally handicapped or disadvantaged.

LONGER TERM RECOMMENDATIONS:

As stated previously, new vocational education facilities are the means to serve the secondary and adult occupational needs in Lexington County. New and optimum level vocational education facilities, equipment and course offerings will provide the way to increase the educational attainment level of the county's workforce, to create an additional source of trained manpower and will be a stimulus for economic and industrial growth.

COUNTY-WIDE RECOMMENDATIONS:

1. Initiate a massive and continuing public relations-publicity campaign during the construction of and following the opening of the proposed vocational education facilities. It is recommended that the following media and techniques be employed: newspaper; television; formal school dedication; school *"open house"* for the general public; dinner meetings at the vocational school with selected business and industrial representatives; the formation of business and industry advisory committees; prepared vocational presentations to civic groups, parent-teacher associations, student assemblies, business-industrial organizations, etc..... The image of vocational education must be changed from the idea of an inferior course of study to simply a <u>different occupational alternative</u>.

COUNTY-WIDE RECOMMENDATIONS: - Continued

2. Implement a broad and effective pre-vocational program, exposing seventh through tenth grade students that choose it to a variety of vocational alternatives.

3. Incorporate the functional staff positions (not necessarily separate individuals) of Vocational Guidance Counselor, Job Placement Coordinator, Business and Industry Coordinator and Adult Program Coordinator at each vocational school in the county.

4. Develop a coordinated and cooperative effort with the various trade apprenticeship organizations, business-industrial training programs and the Technical Education Commission to prepare and channel appropriate vocational graduates into their respective training programs.

5. Implement a CAREER EDUCATION program from kindergarten through the twelfth grade to provide occupational information, including college preparatory and vocational education, to assist students in the selection of a career choice.

6. Initiate and implement in-service training for vocational teachers including: the improvement of instructional methods and techniques; special problems (discipline, prejudice, etc...); advanced instructional concepts; and, occupational entry requirements.

LONGER TERM RECOMMENDATIONS: - Continued

A. LEXINGTON DISTRICT ONE

1. That a new Area Vocational Center be constructed to serve students from Lexington, Pelion and Gilbert High Schools.

   a. Suggested location--------in or near the town of Lexington, preferably adjacent to the present Lexington High School Campus (20-25 acre site).

   b. Student capacity - 520.

   c. Date Operational - 1973-1974 School Year.

   d. Number of vocational course offerings - 13.

   e. PROPOSED VOCATIONAL COURSE OFFERINGS:

      Air Conditioning, Refrigeration and Heating
      Building Construction
      Commercial Cooking and Food Service
      Commercial Sewing and Garment Design
      Cosmetology
      Drafting
      Electricity
      Health Occupations (Practical Nursing and Nurses Aid)
      Machine Shop
      Masonry
      Power Mechanics (Auto, Agricultural and Small Engine)
      Radio and T.V. Repair
      Welding

f. BUILDING SPACE REQUIREMENTS:

COURSE OFFERING	MINIMUM RECOMMENDED LABORATORY SIZE (SQ.FT.)
Air Conditioning, Refrigeration and Heating	3,500 sq.ft.
Building Construction	3,000
Commercial Cooking and Food Service	2,800
Commercial Sewing and Garment Design	2,500
Cosmetology	2,500
Drafting	2,000
Electricity	3,000
Health Occupations	2,500
Machine Shop	4,000
Masonry	2,000
Power Mechanics	4,000
Radio and T.V. Repair	2,500
Welding	2,500
Six Classrooms (shared basis)	3,000
Auxiliary Space (Administration, Library, Conference Rooms, Corridors, Rest Rooms,etc..)	14,400
TOTAL	54,200 Sq. Ft.

g. CONSTRUCTION COST ESTIMATE . . . . . .$ 1,032,240.00

($18.70 Per Square Foot x 54,200 Sq. Ft.)

h. EQUIPMENT COST ESTIMATE:

COURSE OFFERING	EQUIPMENT COST ESTIMATE
Air Conditioning, Refrigeration and Heating	$ 25,000
Building Construction	16,000
Commercial Cooking and Food Service	20,000
Commercial Sewing and Garment Design	10,000
Cosmetology	15,000
Drafting	10,000
Electricity	20,000
Health Occupations	12,000
Machine Shop	250,000
Masonry	7,000
Power Mechanics	30,000
Radio and T.V. Repair	25,000
Welding	20,000
Library Materials	20,000
TOTAL	$ 480,000

RATIONALE:

The location of the proposed center would be centrally located with respect to the served high schools, be close to the greatest concentration of vocational students and be within the bussing TIME-DISTANCE requirement from the home high schools.

The majority of the proposed course offerings are substantiated by the previously presented employment opportunities data and the remaining courses are tied directly to the population growth and resultant demand for goods and services.

The student capacity of the proposed center is sufficient to handle vocational student enrollments, assuming the same rate of population growth as was experienced during the past decade, at least through 1980.

B. LEXINGTON DISTRICT TWO

1. That a new Vocational Center be constructed on the campus of Airport High School, making Airport High a Comprehensive School, to serve students from Airport High and Brookland-Cayce High School.

   a. Suggested Location - Campus of Airport High School.

   b. Student Capacity - 720 (Including All Purpose Laboratory).

   c. Date Operational - 1973-1974 School Year.

   d. Number of Vocational Course Offerings - 17.

   e. PROPOSED VOCATIONAL COURSE OFFERINGS:

      Air Conditioning, Refrigeration and Heating

      Appliance (Small and Large) Repair

      Building Construction

      Commercial Cooking and Food Service

      Commercial Sewing and Garment Design

      Cosmetology

      Drafting

      Electricity

      Graphic Communications

      Health Occupations Cluster

      Machine Shop

      Masonry

      Ornamental Horticulture and Landscaping

      Power Mechanics

      Radio and T. V. Repair - Electronics

      Sheet Metal

      Welding

f. BUILDING SPACE REQUIREMENTS:

COURSE OFFERING	MINIMUM RECOMMENDED LABORATORY SIZE (SQ.FT.)
Air Conditioning, Refrigeration and Heating	3,500
Appliance Repair	1,800
Auto Body and Fender Repair	3,500
Building Construction	3,000
Commercial Cooking and Food Service	2,800
Commercial Sewing and Garment Design	2,500
Cosmetology	2,500
Drafting	2,000
Electricity	3,000
Graphic Communications	2,500
Health Occupations Cluster	3,000
Machine Shop	4,000
Masonry	2,000
Ornamental Horticulture and Landscaping	2,000
Power Mechanics	4,000
Radio and T. V. Repair - Electronics	2,500
Welding	2,500
* All Purpose Room	2,500
Seven Classrooms (Shared)	3,500
Auxiliary Space (Administration, Library, Conference Room, Corridors, Rest Rooms,etc.)	16,800
TOTAL	69,900 Sq. Ft.

* For potential use as an assembly area, for special courses needed by Business and Industry or for a future course offering.

g. * CONSTRUCTION COST ESTIMATE . . . . . $ 1,188,300.00

($17.00 Per Square Foot x 69,900 Sq.Ft.)

* Less the cost of land.

h. EQUIPMENT COST ESTIMATE:

COURSE OFFERING	EQUIPMENT COST ESTIMATE
Air Conditioning, Refrigeration and Heating	$ 25,000
Appliance Repair	15,000
Auto Body and Fender Repair	15,000
Building Construction	16,000
Commercial Cooking and Food Service	20,000
Commercial Sewing and Garment Design	10,000
Cosmetology	15,000
Drafting	10,000
Electricity	20,000
Graphic Communications	30,000
Health Occupations	12,000
Machine Shop	250,000
Masonry	7,000
Ornamental Horticulture and Landscaping	15,000
Power Mechanics	30,000
Radio and T. V. Repair	25,000
Welding	20,000
Library Materials	20,000
TOTAL	$ 555,000

RATIONALE:

The location of the proposed vocational education facility on the AIRPORT HIGH School Campus, with an existing fifty acre site, would provide easy access to the greatest concentration of vocational education students in the district and be only a short bussing distance from the Brookland-Cayce High School.

The majority of the proposed course offerings are substantially supported by the employment opportunity data presented in Table IV and the others are related directly to the increased demand for goods and services resulting from population growth.

The student capacity of the proposed facility is sufficient to accommodate enrollments, assuming the same rate of population growth as was experienced during the past decade, through at least 1980.

C. LEXINGTON DISTRICT THREE

1. That the new high school being planned for District Three be designated a comprehensive high school to include college preparatory, general education, special needs and vocational education programs.

   a. Suggested Date To Be Operational - 1973-1974 School Year.

   b. Vocational Student Capacity - 320.

   c. Number of Vocational Course Offerings - 8.

   d. PROPOSED VOCATIONAL COURSE OFFERINGS:

      Agriculture

      Building Construction

      Commercial Sewing and Garment Design

      Distributive Education

      Electricity

      Masonry

      Office Occupations

      Power Mechanics (Auto, Agriculture, Small Engine)

e. BUILDING SPACE REQUIREMENTS:

COURSE OFFERING	MINIMUM RECOMMENDED LABORATORY SIZE (SQ.FT.)
Agriculture	3,200
Building Construction	3,000
Commercial Sewing and Garment Design	2,500
Distributive Education	1,600
Electricity	3,000
Masonry	2,000
Office Occupations	4,000
Power Mechanics	4,000
Three Classrooms (Shared)	1,500
Auxiliary Space (Administration, Corridors, Etc.)	7,850
TOTAL	32,650 Sq. Ft.

f. *CONSTRUCTION COST ESTIMATE: . . . . . $ 555,000.00

($17.00 Per Square Foot x 32,650 Sq. Ft.)

* Less Land.

g. * EQUIPMENT COST ESTIMATE

COURSE OFFERING	EQUIPMENT COST ESTIMATE
Agriculture	$ 25,000
Building Construction	16,000
Commercial Sewing and Garment Design	10,000
Distributive Education	2,500
Power Mechanics	30,000
Electricity	20,000
Masonry	7,000
Office Occupations	32,000
Library Materials	10,000
TOTAL	$ 152,500

* Not including existing equipment that could be utilized.

RATIONALE:

A comprehensive high school providing easy access to the vocational education program makes the most sense, as only one high school is served and the school district presently has plans underway to construct a new high school facility.

Transporting vocational education students to the proposed vocational center in Lexington was considered, but was felt to be inadequate in terms of bussing distance and time.

Course offerings were selected to provide an overall balance with regard to opportunities for both boys and girls. The student capacity of the proposed facility will be adequate through at least 1980.

D. LEXINGTON DISTRICT FOUR

1. That the new high school planned for District Four be designated a Comprehensive High School to include college preparatory, general education, special needs and vocational education programs.

   a. Suggested Date for Facility
      To Be Operational - 1973-1974 School Year.

   b. Vocational Student Capacity - 180.

   c. Number of Vocational Course Offerings - 6.

   d. PROPOSED VOCATIONAL COURSE OFFERINGS:

      Agriculture

      * Building Construction Cluster

      Commercial Sewing and Garment Design

      Distributive Education

      Office Occupations

      Power Mechanics (Auto, Agriculture, Small Engine)

      * Includes Carpentry, Electricity and Masonry.

NOTE: Student capacity per course - (30), except Office Occupations - (40) and Commercial Sewing and Garment Design - (20).

e. BUILDING SPACE REQUIREMENTS:

COURSE OFFERING	MINIMUM RECOMMENDED LABORATORY SIZE (SQ.FT.)
Agriculture	2,800
Building Construction Cluster	3,000
Commercial Sewing and Garment Design	2,000
Distributive Education	1,200
Office Occupations	4,000
Power Mechanics	3,500
Two Classrooms (Shared)	1,000
Auxiliary Space	5,500
TOTAL	23,000

f. * CONSTRUCTION COST ESTIMATE . . . . . $ 391,000.00

($17.00 Per Square Foot x 23,000 Sq.Ft.)

* Including Cost of Land.

g. EQUIPMENT COST ESTIMATE:

COURSE OFFERING	EQUIPMENT COST ESTIMATE
Agriculture	$ 20,000
Building Construction Cluster	18,000
Commercial Sewing and Garment Design	6,000
Distributive Education	1,200
Office Occupations	25,000
Power Mechanics	30,000
TOTAL	$100,200

RATIONALE:

Lexington District Four is presently planning the construction of a new high school and can easily incorporate the vocational education facilities.

Swansea High School is beyond a reasonable bussing distance from the other vocational education facilities proposed for Lexington County.

The student capacity of the proposed vocational facility is sufficient to serve through at least 1980.

E. LEXINGTON DISTRICT FIVE

1. That a new vocational education facility be constructed on or near the campus of Irmo High School serving all of Lexington District Five.

   a. Date Operational - 1973-1974 School Year.

   b. Student Capacity - 440.

   c. Number of Vocational Course Offerings - 11.

   d. PROPOSED COURSE OFFERINGS:

      Air Conditioning, Refrigeration and Heating

      Building Construction

      Child Care

      Distributive Education

      Electricity

      Electronics

      Machine Shop

      Masonry

      Office Occupations

      Plumbing

      Power Mechanics (Auto, Truck, Small Engine)

e. BUILDING SPACE REQUIREMENTS:

COURSE OFFERING	MINIMUM RECOMMENDED LABORATORY SIZE (SQ.FT.)
Air Conditioning, Refrigeration and Heating	3,500
Building Construction	3,000
Child Care	900
Distributive Education	1,600
Electricity	3,000
Electronics	2,500
Machine Shop	4,000
Masonry	2,000
Office Occupations	3,000
Plumbing	3,000
Power Mechanics	4,000
Four Classrooms (Shared)	2,000
Auxiliary Space (Administration, Library, Corridors, Etc..)	10,800
TOTAL	45,400 Sq. Ft.

f. * CONSTRUCTION COST ESTIMATE . . . . . $ 771,800.00

($17.00 Per Square Foot x 44,800 Sq. Ft.)

* Less Cost of Land

g. EQUIPMENT COST ESTIMATE:

COURSE OFFERING	EQUIPMENT COST ESTIMATE
Air Conditioning, Refrigeration and Heating	$ 25,000
Building Construction	16,000
Child Care	2,500
Distributive Education	5,000
Electricity	20,000
Electronics	25,000
Machine Shop	250,000
Masonry	7,000
Office Occupations	32,000
Plumbing	15,000
Power Mechanics	30,000
Library Materials	20,000
TOTAL	$ 445,500

RATIONALE:

The location of the proposed vocational facility would be within easy access to the largest student concentration in the district and would be within a reasonable bussing distance to serve Chapin High School.

As indicated previously, the Irmo Sub-Division of Lexington County is experiencing the greatest rate of population growth in the State. The proposed course offerings are related directly to the increasing demand for goods and services brought about by the growing population, as well as the projected employment needs of business and industry.

The proposed vocational center, with a capacity for 440 students, will be adequate to accommodate student enrollments through at least 1980 (assuming the same magnitude of population growth experienced during the past decade).

RECOMMENDATION SUMMARY:

LEXINGTON SCHOOL DISTRICT	BUILDING SIZE SQ.FT.	NUMBER of COURSE OFFERINGS	STUDENT CAPACITY	CONSTRUCTION COST ESTIMATE	EQUIPMENT COST ESTIMATE	TOTAL ESTIMATED COST
1	54,200	13	520	$ 1,032,240	$ 480,000	$ 1,512,240
2	69,900	17	800	$ 1,188,300	$ 555,000	$ 1,743,300
3	32,650	8	320	$ 555,000	$ 152,500	$ 707,500
4	23,000	6	180	$ 391,000	$ 100,200	$ 491,200
5	45,400	11	440	$ 771,800	$ 445,500	$ 1,217,300
TOTAL	225,150	55	2,260	$ 3,938,340	$ 1,733,200	$ 5,671,540

Historically, the public school system of South Carolina has been oriented toward the academic student. The remaining students, representing about 85% of the total school population were either left to drop out of school or graduate lacking a marketable skill. Now, as reflected by the Goals adopted by the State Board of Education on May of 1970 and the corresponding *"Five Year Plan"* established by the State Department of Education in 1971, this historical trend has terminated ---- *the needs of all public school children must be served.*

In 1970, approximately 70% of the high school graduates in Lexington County did not proceed on to a four year college. From entry into the first grade in 1957 to graduation in 1969, nearly 35% of

RECOMMENDATION SUMMARY: - Continued

of the county's students had dropped out of school along the way. The 1971 Comprehensive School Survey of Lexington County indicates that approximately 60% of the public school students are in need of occupational training and yet the county's existing vocational facilities were found to be highly limited and inadequate to serve this need. The needs of the student majority must receive a high order of priority in terms of funding and effort. AGAIN, *Vocational Education is the way and new vocational facilities are the means to meet these needs!*

"RICHLAND DISTRICT ONE COMPREHENSIVE SCHOOL SURVEY"

VOCATIONAL EDUCATION

I. FOREWORD

The purpose of this survey effort, as requested by the Richland District One School Administration, was to conduct a frank, honest and objective appraisal of the District's Vocational Education Program and correspondingly offer recommendations for improvement wherever deemed necessary and appropriate. The survey approach was directed toward and emphasized the identification of problem areas and weaknesses, rather than strengths, providing a foundation for the logical development of recommendations for improvement.

A seventeen member Vocational Survey Team, composed of State Supervisors and District Consultants from the Office of Vocational Education and Survey Supervisors from the Office of Research, visited all high schools and vocational schools in Richland District One during the Spring of 1971. A survey team coordinator, designated by the Director of the Office of Vocational Education, assumed leadership responsibility for school visitations, the summarization of results and recommendations.

The survey team held several pre-survey meetings with the District's school board members, administrators, high school principals, vocational school directors and guidance counselors, to present and discuss the nature, scope and methodology for the planned survey effort. The willingness of Richland District One's personnel to identify problem areas associated with Vocational Education and their full support and cooperation during the initial meetings and throughout the survey, reflects an obvious strength----a sincere concern for all children in the District.

II. INTRODUCTION

During the 1968-69 school year, the Richland District One School Board appointed a *Lay Committee* to study the vocational program in the Columbia City Schools. The resulting report, entitled *A STUDY ON VOCATIONAL EDUCATION IN THE COLUMBIA PUBLIC SCHOOLS*, focused on the major problems associated with Vocational Education at that time and outlined many sound recommendations for improvement. Following the 1971 survey effort, it is quite apparent that the majority of the *Lay Committee Report* conclusions and recommendations are still valid and represents a mandate for action.

The statistical data in Tables One, Two, and Three, show that we have been experiencing an increase in Black enrollments in Richland District One. It is a common trend in the metropolitan areas of the United States for the White population to *out-migrate*, leaving a greater percentage of Black students in the city schools. This same trend is in evidence in Columbia, South Carolina. During the 1968-1969 school year 54 Per Cent of the enrollments were White and during the 1971-1972 school year only 47.3 Per Cent were White. During this same time period the total enrollments fell from 40,427 students to 36,387 students. The White enrollment population lost 4,611 students and the Black student population showed an increase of 571 students.

Table Three shows that the dropout rate for Black students is nearly twice that of White students. It follows that the grea er the percentage of Black students to White students, the higher the rate of dropouts. Reducing the number of dropouts by Fifty Per Cent (50%), by 1975, is one of the goals adopted by the State Board of Education in May of 1970. Vocational Education is the way to meet this goal.

Nearly half of the students during the 1970-1971 school year who were in the eleventh and twelfth grades were enrolled in Vocational Education. With this large number of students in Vocational Education, it is felt that a corresponding emphasis in this area should be found at the administrative level. It was pointed out in our preliminary meetings however that administrative organization and policy emphasize the needs of academic students more than the needs of vocational students.

RECOMMENDATIONS:

1. Achieve an equitable balance in administrative organization and policy between academic and vocational education.

2. Establish effective communication channels between the district, high school, and vocational school administrations.

3. Establish the position of District Vocational Education Director, reporting directly to the Assistant Superintendent for Instruction, with a staff consisting of one Business and Industry Coordinator, one Job Placement Coordinator, and the appropriate secretarial help, all of whom should be located at the Richland District One office.

4. Establish specific objectives for each high school and vocational school, with regard to meeting the goals for Vocational Education that were introduced by the State Board of Education in May of 1970.

TABLE 1

RICHLAND SCHOOL DISTRICT ONE - PUBLIC SCHOOL ENROLLMENT TRENDS (1968-69 to 1971-72)

	TOTAL ENROLLMENT				ENROLLMENT - BLACK				ENROLLMENT - WHITE			
GRADE	1968-69	1969-70	1970-71	1971-72	1968-69	1969-70	1970-71	1971-72	1968-69	1969-70	1970-71	1971-72
12	2,337	2,297	2,454	2,438	834	867	961	1,021	1,503	1,430	1,493	1,417
11	2,783	2,857	2,829	2,725	1,133	1,113	1,161	1,301	1,650	1,744	1,668	1,424
10	3,096	3,242	3,145	3,143	1,295	1,376	1,462	1,564	1,801	1,866	1,683	1,579
9	3,408	3,431	3,517	3,334	1,464	1,572	1,743	1,750	1,944	1,859	1,774	1,584
8	3,502	3,502	3,485	3,163	1,603	1,625	1,700	1,613	1,899	1,877	1,785	1,550
7	3,569	3,701	3,442	3,156	1,691	1,777	1,687	1,670	1,878	1,924	1,755	1,486
6	3,589	3,479	3,370	3,036	1,701	1,636	1,667	1,670	1,888	1,843	1,703	1,366
5	3,601	3,438	3,397	3,070	1,708	1,669	1,687	1,673	1,893	1,769	1,710	1,397
4	3,465	3,513	3,384	3,166	1,687	1,683	1,697	1,754	1,778	1,830	1,687	1,412
3	3,594	3,461	3,496	3,108	1,737	1,681	1,800	1,667	1,857	1,780	1,696	1,441
2	3,515	3,667	3,347	3,068	1,710	1,821	1,697	1,714	1,805	1,846	1,650	1,354
1	3,968	3,648	3,523	2,980	2,033	1,834	1,871	1,770	1,935	1,814	1,652	1,210
TOTAL	40,427	40,236	39,389	36,387	18,596	18,654	19,133	19,167	21,831	21,582	20,256	17,220

TABLE 2

ENROLLMENT RACIAL DISTRIBUTION

SCHOOL YEAR	TOTAL SCHOOL POPULATION	WHITE STUDENTS		BLACK STUDENTS	
		NUMBER	PER CENT	NUMBER	PER CENT
1968-69	40,427	21,831	54.0	18,596	46.0
1969-70	40,236	21,582	53.6	18,654	46.4
1970-71	39,389	20,256	51.4	19,133	48.6
1971-72	36,387	17,220	47.3	19.167	52.7

TABLE 3

ENROLLMENT LOSS FROM 1968-69 TO 1969-70 1/

	ENROLLMENT		
	1968-69 GRADES 2 THROUGH 11	1969-70 GRADES 3 THROUGH 12	PER CENT LOSS
WHITE	18,393	17,922	- 2.5%
BLACK	15,729	14,999	- 4.6%
TOTAL	34,122	32,921	- 3.5%

1/ 1968-69 and 1969-70 school years selected, due to enrollment stability prior to the *Unitary School System*.

Preliminary survey meetings and Survey Team Reports pointed out weaknesses in vocational student personnel services. Guidance Counselors are academically oriented, lack vocational/occupational knowledge, and do not have sufficient time to work with vocational students. Vocational student personnel services presently offer little job placement assistance. There are no tests used in the selection of students for vocational education. No dropout studies are performed, and graduate follow-up studies fail to go beyond one year.

RECOMMENDATIONS:

1. Functional positions for Vocational Guidance, Student Placement, Business and Industry Relations, and Adult Programs be established at each vocational school in the district.

2. That the present system of follow-up be revised to incorporate intervals at ninety days, one year, three years, and eight years, after the student either graduates or drops out of school.

3. That the Guidance Counselor's responsibilities be revised to achieve an equitable balance between college preparatory and vocationally oriented students.

4. Provide in-service training for guidance personnel in vocational/occupational training.

Table Four shows that the present pre-vocational program is limited in number and narrow in scope. Increasing vocational enrollments demand a broad and effective program to expose all seventh through tenth grade students to occupational choice alternatives.

The Annual Report of the Richland District One Superintendent, for the 70-71 school year recorded that 58.7% (543) of the Special Education students were Black. Because we have both a greater concentration of Black students requiring Special Education and an increasingly larger percentage of Black students in the district, the need for expansion in Special Education is urgent.

Tables Five through Eight indicate that 2,014 eleventh and twelfth grade students were enrolled in eighteen different vocational courses during the 1970-71 school year. These courses were found to be relevant when compared to current and anticipated employment opportunities. South Carolina is experiencing a period of rapid industrial growth and many new and different jobs can be anticipated. In order to maintain the relevancy of course offerings, Vocational Education must be both flexible and adaptable in response.

The State Board of Education goal to make Vocational Education available for all students who choose (need) it, by 1975, can not be achieved with the vocational facilities that exist in Richland District One. Students are presently being turned away from Vocational Education because of the limited facilities and the ensuing quota system. The quota system selects students primarily on the basis of grades, attendance record, and interest. The students who are not selected are generally

the ones who need Vocational Education the most, and they are forced to drop out, or at best, graduate without a marketable skill.

Without regard to increased enrollments in Vocational Education, the present facilities at Columbia Area Vocational Center and Booker T. Washington High School are totally inadequate in terms of size, structural soundness, location, image, and safety. (Reference Table Nine).

When we consider the growing percentage of Black students, and the efforts to reduce the number of dropouts, both of which will increase the number of students needing Vocational Education, we find that the facilities problem will assume great proportions.

RECOMMENDATIONS:

1. That the proposed St. Andrews High School be designated a comprehensive high school to include college preparatory, general education, special needs and vocational education programs.

2. Construct a new area vocational center to serve vocational education students from Eau Claire, Keenan, C. A. Johnson, A. C. Flora, Dreher, and Booker T. Washington High Schools. The Distributive Education, Office Occupations, and Home Economics Programs will remain in the *home high schools.*

RECOMMENDATIONS: - (Cont.)

3. Existing vocational education facilities and equipment should be improved to insure student safety until new facilities become operational.

4. Improvements to *home high school* facilities should be in line with the increased enrollments in vocational education and with regard to correcting weaknesses outlined in Table Eight.

The mandate for action is clear----------

vocational education is the way and new vocational facilities are the means to serve the needs of the students in Richland District One.

TABLE 4

SPECIAL NEEDS PROGRAMS

HIGH SCHOOL	HANDICAPPED			DISADVANTAGED		
		STUDENT ENROLLMENT			STUDENT ENROLLMENT	
	COURSE OFFERING	1970-71	1971-72	COURSE OFFERING	1970-71	1971-72
C. A. Johnson	Distributive Education	* ---	11	Home Economics Gainful	61	28
Booker T. Washington	Distributive Education	* ---	12			
Dreher	Distributive Education	* ---	13	Food Careers	34	53
Eau Claire	Distributive Education	* ---	19			
Keenan	Distributive Education	* ---	13			
Columbia	Distributive Education	* ---	0			
Hopkins	Distributive Education	* ---	---			
Lower Richland	---	---	---	Food Careers	31	40
	TOTAL	---	68		126	121

* - Indicates that summer programs were conducted.

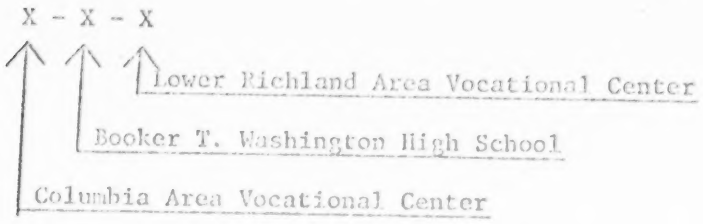
TABLE 5

RICHLAND DISTRICT ONE VOCATIONAL EDUCATION SURVEY

I. Vocational Education (occupational-grades 11 & 12) Enrollment Data by Place of Instruction.

A. Place of Instruction Key:

1. Students transported from home high school to;



Note: Position of X in Column. First X, Columbia Area Vocational Center; Second X, Booker T. Washington High School; Third X, Lower Richland Area Vocational Center.

2. Course Offered in "Home" high school - ☐

3. Course not offered - 0 or ____

B. Vocational Education Participation Rate (Grades 11 & 12) (1970-71)

No.	High School	Grade 11 & 12 Enrollment	Voc. Ed. Enrollment	% Voc. Ed. Enrollment
1	B. T. Washington	323	198	61.3%
2	Dreher	769	217	28.2
3	A. C. Flora	911	153	16.8
4	Columbia	607	222	36.6
5	C. A. Johnson	500	263	52.6
6	Eau Claire	715	274	38.3
7	Keenan	461	87	18.9
8	Hopkins	333	262	78.7
9	Lower Richland	598	338	56.5
	TOTAL	5,217	2,014	38.6%

TABLE 6

Grade 11 and 12 (Occupational) - Vocational Student Enrollments by Place of Instruction

		High Schools							High Schools				
Voc. Ed. Service	Course Offering	Booker T. Washington	Dreher	A. C. Flora	Columbia	C. A. Johnson	Lau Claire	Keenan	Columbia A. V. C.	Hopkins	Lower Richland	Lower Richland A. V. C.	Total in Course Offering
Trade And Industrial	Air Conditioning & Refrigeration	2-X-X	-----	-----	3-X-X	7-X-X	5-X-X	2-X-X	19	X-X-11	X-X-8	19	38
	Auto Mechanics	11	1-1-1	3-2-X	10-X-X	X-6-X	8-9-X	3-1-X	25	X-X-9	X-X-22	31	87
	Auto Body Repair	-----	3-X-X	2-X-X	8-X-X	2-X-X	10-X-X	1-X-X	26	X-X-11	X-X-13	24	50
	Brick Masonry	5	X-2-X	X-2-X	X-2-X	X-13-X	X-11-X	X-5-X	0	X-X-31	X-X-6	37	80
	Building Construction	-----	X-6-X	X-2-X	-----	X-8-X	X-2-X	X-4-X	0	X-X-19	X-X-16	35	57
	Commercial Cooking	-----	-----	-----	-----	-----	-----	-----	0	X-X-12	X-X-8	20	20
	Cosmetology	6-12-X	2-2-X	4-X-X	X-6-X*18	17	21-4-X	-----	33	27	-----	0	121
	Drafting	-----	-----	-----	-----	-----	-----	-----	0	X-X-3	X-X-10	13	13
	Electronics	-----	4-X-X	29	7-X-X	1-X-X	7-X-X	1-X-X	20	X-X-4	X-X-17	21	70
	Machine Shop	-----	1-X-X	2-X-X	6-X-X	4-X-X	7-X-X	1-X-X	21	-----	-----	0	21
	Painting	18	-----	X-2-X	-----	X-4-X	-----	X-3-X	0	-----	-----	0	27
	Radio & T.V. Repair	5	-----	X-1-X	-----	X-12-X	X-1-X	X-2-X	0	-----	-----	0	21
	Diversified Occupations	36	-----	-----	-----	-----	-----	-----	0	-----	-----	0	36
Agriculture	Agriculture Production	-----	-----	-----	-----	-----	-----	-----	-----	-----	8	-----	8
	Agriculture Machinery	-----	-----	-----	-----	-----	-----	-----	-----	20	26	-----	46
	Pulpwood Production	-----	-----	-----	-----	-----	-----	-----	-----	-----	22	-----	22
Sales & Marketing (D.E.) Home Ec.	Distributive Education	18	63	14	57	73	44	24	-----	35	46	-----	380
	Short Order Cook	-----	-----	10	-----	-----	-----	-----	-----	-----	-----	-----	10
	Food Service	-----	31	-----	-----	-----	-----	-----	-----	-----	36	-----	67
Gainful	Child Care	-----	-----	-----	18-X-X	13	45	-----	18	-----	-----	-----	92
Office Occup.	Occupations	63	109	89	167	[illegible]	109	49	-----	80	109	[illegible]	746
Voc. Ed.	Participation	198	217	153	222	263	274	27	162	262	338	200	2014

Keenan

TABLE 7

VOCATIONAL EDUCATION - BUSSING PATTERN (1970-71)

HOME HIGH SCHOOL	NUMBER of VOCATIONAL STUDENTS TRANSPORTED FROM THEIR HOME HIGH SCHOOL TO: COLUMBIA A.V.C.	B.T.WASHINGTON HIGH SCHOOL	LOWER RICHLAND A.V.C.	COLUMBIA HIGH SCHOOL
B. T. Washington	8	-	-	-
Dreher	11	11	-	-
A. C. Flora	11	9	1	-
Columbia	52	8	-	-
C. A. Johnson	14	58	-	-
Eau Claire	58	27	-	-
Keenan	8	15	-	4
Hopkins	-	-	100	-
Lower Richland	-	-	100	-

TOTAL VOCATIONAL EDUCATION STUDENTS *BUSSED* - 495
TOTAL VOCATIONAL EDUCATION ENROLLMENT (Grade 11 & 12) - 2,014
PER CENT of VOCATIONAL EDUCATION STUDENTS *BUSSED* - 24.6%

TABLE 8

RICHLAND DISTRICT ONE VOCATIONAL EDUCATION ENROLLMENT

VOCATIONAL SERVICE AREA	COURSE OFFERING	70-71 STUDENT ENROLLMENT	71-72 STUDENT ENROLLMENT	CHANGE NUMBER	CHANGE PER CENT
Trade and Industry	Air Condit. & Refrig.	38	44	6	+ 15.7
	Auto Mechanics	87	94	7	+ 8.0
	Auto Body	50	64	14	+ 28.0
	Masonry	80	102	22	+ 27.5
	Building Construction	57	69	12	+ 21.0
	Commercial Cooking	20	28	8	+ 40.0
	Cosmetology	121	106	-15	- 12.4
	Electronics	70	69	- 1	- 1.4
	Machine Shop	21	21	0	0
	Radio & T.V. Repair	21	20	- 1	- 4.8
	Auto Services	0	35	35	N/A
	Drafting, Painting & D.O.	76	0	-76	N/A
Agriculture	Agriculture Production	8	63	55	+787.5
	Agriculture Machinery	46	72	26	+ 56.5
	Pulpwood Production	22	36	14	+ 63.6
D. E.	Distributive Education	402	559	157	+ 39.0
Home Ec.	Child Care	92	151	59	+ 64.1
Gainful	Food Service	77	46	-31	- 40.3
Office Occ.	Office Occupations	748	706	-42	- 5.7

VOCATIONAL EDUCATION PARTICIPATION RATE

	1970-71	1971-72
Grade 11 and 12 Enrollments	5217	5163
Vocational Education Enrollments	2014	2285
Per Cent Vocational Education Enrollments	38.6%	44.3%

TABLE 9

FACILITIES and EQUIPMENT

SCHOOLS	WEAKNESSES
Columbia Area Vocational Center	Heating, Air Conditioning and Refrigeration Laboratory 1820 sq. ft. smaller than minimum recommended size of 5500 sq. ft. Building designed to be an elementary school and is difficult to arrange laboratory for proper instruction. Building has termites. Auto Body and Fender Repair Laboratory 625 sq. ft. smaller than recommended minimum size of 3200 sq. ft. The roof leaks, the floor is chipping out, and water comes through the walls. Class layout is poor. No storage space for vehicle parts. Auto Mechanics Majority of automotive testing equipment is worn out from constant use. Laboratory 167 sq. ft. smaller than minimum recommended size of 3500 sq. ft. Concrete is chipping out of floor. Water comes through walls on all sides when it rains. Overhead door jumps track. No stationary steam cleaning pad. Cosmetology Classroom and laboratory 881 sq. ft. smaller than minimum recommended size of 2750 sq. ft. Storage space is inadequate. Ceiling leaks. There is a leaning wall that is dangerous.

SCHOOLS	WEAKNESSES
Cont.- Columbia Area Vocational Center	Electronics Laboratory 778 sq. ft. smaller than minimum recommended size of 2500 sq. ft. Not enough storage room. Laboratory crowded. Equipment limited due to size of laboratory.
	Home Economics - Gainful (Child Care) Room used was built to be a grade school classroom.
	Machine Shop Rooms are incompatible; instructor cannot have control of laboratory at all times because there are too many anterooms. Laboratory 631 sq. ft. smaller than minimum recommended size of 4000 sq. ft. Equipment is old and worn in most cases and should be replaced. No visual equipment available when needed. Lighting is poor. Power inadequate as machines blow fuses. Heating inadequate and classroom sometimes very cold.
Booker T. Washington	Diversified Occupations Laboratory 282 sq. ft. smaller than minimum recommended size of 750 sq. ft. Area is cramped.
	Masonry Floor floods when it rains, west wall leaks, drain on south side of building backs up when there is a heavy rain.

SCHOOLS	WEAKNESSES
Cont.- Booker T. Washington	Painting Laboratory 456 sq. ft. smaller than recommended minimum size of 2200 sq. ft. Program needs supplies such as paint brushes and paint rollers. NOTE: Painting course discontinued 1971-72 school year.
	Radio and T. V. Repair Laboratory 520 sq. ft. smaller than minimum recommended size of 2500 sq. ft. Facility located in basement of building. Equipment poor as only one instrument in usable condition. Many exposed wires; could be fire hazard.
	Office Occupations Need an office practice room where machines can be left out for use. Not enough office machines for the number of students. Program located in basement area. Break-ins account for loss of machines.
	Auto Mechanics Laboratory 644 sq. ft. smaller than minimum recommended size of 3500 sq. ft. Related room is needed. Break-ins causing loss of tools and equipment. Not enough hand tools and automotive equipment. Heating of laboratory is inadequate. NOTE: In 1971-72 gained an additional 1744 sq. ft. to Auto Mechanics Shop due to use of old Painting Laboratory.

SCHOOLS	WEAKNESSES
Cont.-- Booker T. Washington	Cosmetology Laboratory 538 sq. ft. smaller than recommended size of 2750 sq. ft. Lacks locker space for students.
	Distributive Education Laboratory 285 sq. ft. smaller than minimum recommended size of 1050 sq. ft. and doubles as a storage room for band uniforms. The program has no equipment at all.
C. A. Johnson High School	Cosmetology Laboratory 1195 sq. ft. smaller than minimum recommended size of 2500 sq. ft. Facility does not have a related instruction room as required by the Cosmetic Art Board. Window pane out of window all year.
	Distributive Education Laboratory 84 sq. ft. smaller than minimum recommended size of 1050 sq. ft. Laboratory needs painting. Program needs an adding machine, a cash register, a check-out counter and showcases. Floor should be refinished.
	Home Economics - Gainful Space is too small. There is a lack of storage space in Child Care laboratory and lack of rest period space. Toilet facilities needed in Child Care laboratory.

SCHOOLS	WEAKNESSES
Cont.- C. A. Johnson High School	Office Occupations Equipment inadequate. Additional adding machines and calculators are needed.
A. C. Flora High School	Technical Electronics Laboratory 902 sq. ft. smaller than minimum recommended size of 2500 sq. ft. Basic equipment is old and needs to be updated. Equipment used is vacuum tube, should be semi-conductor. Distributive Education Room 628 sq. ft. smaller than minimum recommended size of 1050 sq. ft. This is a portable classroom, and is completely inadequate. Program needs a cash register, adding machine, check-out counter, work tables and chairs, typewriter, showcases. Office Occupations An office machine practice room is needed.
Eau Claire High School	Distributive Education Room used for classes other than Distributive Education. No place for instructor to prepare work when room is used for other classes.

SCHOOLS	WEAKNESSES
Keenan High School	Office Occupations Department is split-up; part in one building and part in another. NOTE: Office Occupations Programs have been housed in one building for the 1971-72 school year.
Lower Richland High School	Agriculture Production The same laboratory and classroom area is shared by two teachers, and is used for three different classes. (Agriculture Production, Agriculture Machinery and Pulpwood Production). Shop space is inadequate and they need an additional classroom. Need adequate equipment and need instructional supplies. Agricultural Machinery Reference Agriculture Production. Pulpwood Production Reference Agriculture Production. Distributive Education Classroom is separated from store area by a wall. Office Occupations Equipment inadequate; need calculators, adding machines, a duplicator and a mimeograph machine.

SCHOOLS	WEAKNESSES
Columbia High School	Cosmetology Laboratory 1424 sq. ft. smaller than minimum recommended size of 2750 sq. ft. Facility needs refurbishing and redecorating. Lacks storage space. Not designed for a cosmetology laboratory. Needs new equipment. Distributive Education Laboratory 263 sq. ft. smaller than minimum recommended size of 1050 sq. ft. Laboratory conditions inadequate as facilities are too small. Desks, tables and display cases are in poor condition. Office Occupations Equipment inadequate. More electric typewriters are needed.
Dreher High School	Distributive Education Laboratory 66 sq. ft. smaller than minimum recommended size of 1050 sq. ft. This Distributive Education Program does not have a cash register, adding machine, check-out counter or display cases. Room should have provision for darkening to allow for showing visual aids. Room used for other classes. Office Occupations Equipment inadequate. Need adding machines and calculators.

SCHOOLS	WEAKNESSES
Hopkins High School	Agricultural Machinery Need wiring necessary to use all the welders on hand. Need a power hacksaw. Facility is located in old gymnasium. Need storage cabinets for students' work and for tools.
Lower Richland Area Vocational Center	Air Conditioning and Refrigeration The space available is less than desirable. Additional space would make it possible to engage in a greater variety of *live* projects and special air conditioning installations.

"HORRY COUNTY COMPREHENSIVE SCHOOL SURVEY"

VOCATIONAL EDUCATION SURVEY REPORT

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
COLUMBIA, SOUTH CAROLINA

FEBRUARY 11, 1972

"HORRY COUNTY COMPREHENSIVE SCHOOL SURVEY"

VOCATIONAL EDUCATION

INTRODUCTION:

The purpose of this survey effort, as requested by the School Administration of Horry County was to conduct a candid, in-depth appraisal of the vocational education program in the County and correspondingly offer recommendations for improvement wherever deemed necessary.

A survey coordinator was appointed by the Director of the Office of Vocational Education and assumed the overall responsibility for the survey. Initial survey "Kick-off" meetings were held with the County School Superintendent, High School Principals, and Guidance Counselors to present the survey scope, methodology and objectives.

A Survey Team Coordinator was responsible for arranging the survey visitation schedule to each high school in Horry County, leadership for the survey visitations and the summarization of survey team recommendations.

The willingness of the Horry County school personnel to identify problem areas associated with Vocational Education and their full cooperation during the initial meetings and throughout the survey effort is gratefully acknowledged.

COUNTY PROFILE:

The impact that vocational and technical education have had on the economic and industrial growth of South Carolina clearly reflects the investment made in education and occupational training. Economic and industrial growth will continue only as long as a trained labor force is available to satisfy the employment needs of business and industry.

The population of Horry County increased by 2.6% from 1960 to 1970 (68,247 to 69,992). During the same period, the Conway Division registered a net loss of 424 persons, while the Myrtle Beach - Little River Divisions recorded a net gain of 4,743 persons (Reference Table I).

TABLE 1

HORRY COUNTY - POPULATION DATA

A. County Population

COUNTY TOTAL		% CHANGE	1970	
1960	1970	1969-1970	URBAN	RURAL
68,247	69,992	+2.6	20,551	49,441

B. County Subdivisions

	POPULATION		
COUNTY DIVISION	1960	1970	% Change
Aynor North Division	2,749	2,388	-13.1
Aynor South Division	3,688	3,246	-12.0
Aynor Town	635	536	-15.6
Conway Division	8,563	8,151	- 4.8
Conway Town	8,563	8,151	- 4.8
Conway East Division	3,122	3,419	+ 9.5
Conway North Division	3,785	3,719	- 1.7
Conway South Division	4,701	4,333	- 7.8
Conway West Division	2,337	2,462	+ 5.3
Floyds Division	4,324	3,420	-20.9
Little River Division	3,809	4,960	+30.2
Atlantic Beach Town	215	--	--
N. Myrtle Beach Town	1,957	--	--
Longs Division	3,139	2,788	-11.2
Loris East Division	3,752	3,694	- 1.5
Loris Town	1,702	1,741	+ 2.3
Loris South Division	3,061	2,815	- 8.0
Loris West Division	3,598	3,386	- 5.9
Myrtle Beach Division	17,619	21,211	+20.4

SOURCE: U. S. Department of Commerce, Bureau of the Census

The U. S. Bureau of the Census data shows that South Carolina has a youthful population. The percentage of persons under age 18 in South Carolina is 36.9% while the percentage in Horry County is 38.1% (reference Economic Section Table 2).

The school enrollment trends in Table 2 shows a slight decline from 1968-69 to 1971-72. This decrease is accounted for by the declining birth rate, indicated by Table 3. This is not unusual for the state or the nation. The slight increase in population noted by the 1970 census data as compared to the slight decrease in school enrollments suggests an in-migration of a relatively older age group.

SCHOOL ENROLLMENT

GRADE	1968-69			1969-70			1970-71			1971-72		
	W	B	T	W	B	T	W	B	T	W	B	T
12	864	290	1154	826	280	1106	818	244	1062	867	307	1174
11	892	355	1247	914	292	1206	949	355	1304	889	353	1242
10	999	354	1353	1058	403	1461	1119	428	1547	1095	517	1612
9	1181	516	1697	1176	513	1689	1156	599	1755	1160	660	1820
8	1047	574	1621	1020	579	1599	1094	577	1671	1042	483	1525
7	1049	636	1685	1102	638	1740	1086	551	1637	1024	436	1460
6	1035	633	1668	1016	573	1589	1035	480	1515	973	476	1449
5	1071	615	1686	1032	558	1590	1005	514	1519	1076	492	1568
4	1030	577	1607	1004	583	1587	1105	534	1639	1012	497	1509
3	977	604	1581	1119	571	1690	1050	541	1591	970	442	1412
2	1147	607	1754	1050	610	1660	1039	541	1580	1026	534	1560
1	1163	771	1934	1171	748	1919	1174	753	1927	1036	735	1771
	12,455	6,532	18,987	12,488	6,348	18,836	12,630	6,117	18,747	12,170	5,932	18,102

SOURCE: South Carolina Annual County Superintendents' Report

TABLE 3

BIRTH RATE DATA

1. Horry County

	TOTAL		WHITE		NEGRO & OTHER	
	Male	Female	Male	Female	Male	Female
1960 -	961	928	630	626	331	302
1965 -	854	772	577	549	277	263
1969 -	738	727	484	457	254	270

2. State

	TOTAL		WHITE		NEGRO & OTHER	
	Male	Female	Male	Female	Male	Female
1960 -	30,586	29,116	17,836	16,592	12,750	12,524
1965 -	26,749	,104	15,569	15,066	11,180	11,038
1969 -	25,870	24,531	16,396	15,230	9,474	9,301

SOURCE: State Department of Health, Bureau of Vital Statistics

A recent report by the South Carolina Employment Security Commission, entitled "MANPOWER ---- REQUIREMENTS AND RESOURCES in SOUTH CAROLINA, INDUSTRY and OCCUPATION, MAY 1971", projects the following employment demand through 1975 for Economic Area IV in the State, of which Horry County is a dominating part.

TABLE 4

ECONOMIC GROWTH AREA IV -- MANPOWER NEEDS ANALYSIS 1/

1	2	3	4	5
TYPE STRIAL GROUP	OCCUPATIONAL CATEGORY	1970-75 EMPLOYMENT GROWTH (NEW JOBS) PROJECTION	1970-75 REPLACEMENT NEEDS	1970-75 TOTAL MANPOWER DEMAND ESTIMATE
A. Technical	Draftsman	0	0	0
	Electronic Technician	0	0	0
B. Clerical	Office Occupations	3800	5320	9120
C. Sales & Merchandising	Distributive Education	1250	1500	2750
D. Service Occupations	Food	950	1425	2375
	Lodging	450	495	945
	Personal	450	540	990
	Building	500	750	1250
E. Agriculture	Service Occupations	150	150	300
F. Processing	Food	50	0	0
	Lumber & Wood	0	0	0
	Textile	50	200	250
G. Machine Trades	Metal Machinery	200	60	260
	Metal Working	150	45	195
	Mechanics-Machinery Rep.	550	275	825
	1. Auto Mechanic	150	75	225
	2. Auto M. Helper	0	0	0
	3. Refrigeration Mech.	50	25	75
	4. Maintenance Mech.	150	75	225
	Printing	50	20	70
	Textiles	250	2750	3000

TABLE 4 - Continued

1	2	3	4	5
INDUSTRIAL GROUP	OCCUPATIONAL CATEGORY	1970-75 EMPLOYMENT GROWTH (NEW JOBS) PROJECTION	1970-75 REPLACEMENT JOBS	1970-75 TOTAL MANPOWER DEMAND ESTIMATE
H. Bench Work Occupations	Fabrication & Repair	1000	950	1950
	1. Sewing Machine Op.	600	840	1440
I. Structural	Sheet Metal	150	120	270
	Welder	250	42	292
	Electrician	150	49	199
	Electrician Helper	50	12	62
	Painting-Plastering	250	82	332
	Carpenter	350	140	490
	Carpenter Helper	150	39	189
	Bricklayer	100	36	136
	Bricklayer Helper	100	25	125
	Plumber	200	66	266
	Plumber Helper	50	12	62
J. Misc.	Logging	0	0	0
	Graphic Art Work	50	16	66
	Laborer, Stevedore	600	600	1200

1/ -- Economic Growth Area IV includes Horry, Beaufort, Berkeley, Charleston, Colleton, Dorchester, Georgetown, Hampton, Jasper, and Williamsburg Counties.

SOURCE: "Manpower Requirements and Resources in South Carolina, Industry and Occupation -- 1971 Report," by the South Carolina Employment Security Commission.

It should be recognized that a large percentage of vocational graduates become self-employed or secure employment with small businesses not covered by the South Carolina Employment Security Law (less than six employees). These employment opportunities correlate directly with the increasing demand for goods and services brought about by the population growth of Horry County. Employment forecast data, therefore, must be viewed in this light.

Since an important source of future manpower supply for Horry County will flow through the secondary schools, an improved vocational education program is imperative to assure and sustain the growth of the county. The vocational education program in the county public school system is limited in size and scope, especially in area three, and has created a deterrent with regard to future growth potential.

The goal for vocational education adopted by the State Board of Education in May of 1970, to make vocational education available to all students choosing it, by 1975, cannot be realized in Horry County unless changes are made.

Realizing that the economic and industrial growth of Horry County is directly related to the educational attainment level of its workforce, the task ahead is clear ---- to provide high school students and adults with occupational training that is continually geared to the changing needs of business and industry. Vocational Education is the way and new vocational facilities are the means to serve the changing needs in Horry County.

During the 1970-1971 school year nearly 41.4% of the eleventh and twelfth grade students in Horry County were enrolled in an occupational training program (Reference Table 5)

Comparing the vocational education participation rate in Table 5 with the college entrant rate in Table 1 of the Organization and Administration Section indicates that approximately 22.3% of the high school graduates entered the work force in 1970 without a marketable job skill.

Guidance in Horry County tends to be oriented more towards the academic student than the vocational student, but the percentage of college entrants is much smaller than the percentage of students in need of vocational training. This inequity of guidance emphasis may also be shown by the fact that the academic student is assisted in his efforts to enter college but, generally, the vocational student goes unassisted in his efforts to secure employment. The survey of guidance facilities follows:

HORRY COUNTY COMPREHENSIVE SCHOOL SURVEY - VOCATIONAL EDUCATION ENROLLMENTS

1970-71, Grades 11 & 12 Vocational Student Enrollments by Administrative Area, High School, and Course Offer

Program	Course Offerings	Area One High Schools		Area Two High Schools			Area Three High Schools			Total Student Enrollment
		Aynor	Conway	Floyds Cons.	Green Sea	Loris	Myrtle Beach	N. Myrtle Beach	Socastee	
1. Agri.	Agriculture Production	32	46	0	0	10	0	25	16	129
	Ornamental Horticulture	0	35	* 5	* 12	* 1	0	6	0	59
	Agriculture Mechanics	0	8	6	4	0	0	0	10	28
	Agriculture Sales-Service	0	0	0	0	11	0	0	0	11
	Sub-Total	32	89	11	16	22	0	31	26	227
2. T & I	Masonry	0	22	* 7	0	*15	0	13	0	57
	Carpentry	0	25	* 2	* 5	*24	0	11	0	67
	Auto Mechanics	25	27	*19	*15	*20	0	0	0	106
	Electricity	0	14	* 8	* 7	* 9	0	0	0	38
	Industrial Sewing	0	0	* 3	*15	* 8	0	0	0	26
	Diversified Occupations	0	0	0	0	0	18	0	0	18
	Sub-Total	25	88	39	42	75	18	24	0	312
3. D. E.	Distributive Education (Co-op. Program)	0	59	0	0	6	0	0	0	65
4. H. O.	Health Occupations	0	9	0	0	0	0	0	0	9
5. O. O.	1/ Office Occupations									
	a - Occupational	0	97	0	0	106)*135	143	0	0	346
	b - General Business	197	327	*97	*47	49)	141	223	222	1,303
	Sub-Total	197	424	97	47	155	284	223	222	1,649
	Total Voc. Ed. Enrollment	57	342	50	58	210	161	55	26	959
	Grades 11 & 12 Enrollment	205	674	117	99	308	398	243	272	2,316
	% Voc. Ed. Enrollment	27.8	50.8	42.7	58.6	68.1	40.4	22.6	9.5	41.4

NOTE: * -- Students are transported to the Loris Area Vocational Center for Instruction.
1/ - General Business Education Graduates, for the most part, do not possess a satisfactory skill level for successful entry i
Job Market and therefore were not included in the Vocational Education Enrollment Totals.

CHOOL SURVEY - VOCATIONAL EDUCATION ENROLLMENTS

ent Enrollments by Administrative Area, High School, and Course Offerings

Area Two High Schools		Area Three High Schools			Total Student	
s Green Sea	Loris	Myrtle Beach	N. Myrtle Beach	Socastee	Enrollment	Loris A.V.C. Enrollment
0	10	0	25	16	129	0
* 12	* 1	0	6	0	59	18
4	0	0	0	10	28	0
0	11	0	0	0	11	0
16	22	0	31	26	227	18
0	*15	0	13	0	57	22
* 5	*24	0	11	0	67	31
*15	*20	0	0	0	106	54
* 7	* 9	0	0	0	38	24
*15	* 8	0	0	0	26	26
0	0	18	0	0	18	0
42	76	18	24	0	312	157
0	6	0	0	0	65	0
0	0	0	0	0	9	0
0	106)*135	143	0	0	346	106
*47	49)	141	223	222	1,303	173
47	155	284	223	222	1,649	279
58	210	161	55	26	959	454
99	308	398	243	272	2,316	2,316
58.6	68.1	40.4	22.6	9.5	41.4	19.6

Center for Instruction.
t, do not possess a satisfactory skill level for successful entry into the Office Occupations
tional Education Enrollment Totals.

GUIDANCE DEPARTMENT DEFICIENCIES

SCHOOL AREA	HIGH SCHOOL	SURVEY COMMENTS
1	Aynor	Tests are not utilized in the selection of students for vocational courses. Follow-up records are not kept on graduates for a period of five years.
	Conway	Ratio of students to each of the two guidance counselors is 700 to 1 and should be a maximum of 500 to 1. Tests are not utilized in the selection of students for vocational courses. Follow-up records are not kept on graduates for a period of five years.
2	Floyds Cons.	No follow-up records are kept on graduates and drop-outs. No testing schedule or planned counseling program exists. Guidance space inadequate-lacks space for individual and group counseling, waiting room, and display area.
	Green Sea	Guidance space inadequate-lacks space for individual and group counseling, waiting room, and display area. Follow-up records are limited to only one year on graduates and drop-outs.
	Loris	No testing program for the selection of vocational students. Follow-up records are limited to only one year on graduates and drop-outs.
	Loris A.V.C.	No vocational guidance counselor
3	Myrtle Beach	Follow-up records are limited to only one year on graduates and drop-outs. Need student testing and counseling schedule
	N. Myrtle Beach	No follow-up records are kept on graduates and drop-outs. Need student testing and counseling schedule.

TABLE 6 - Continued
GUIDANCE DEPARTMENT DEFICIENCIES

SCHOOL AREA	HIGH SCHOOL	SURVEY COMMENTS
3	Socastee	Guidance department should have two full-time counselors for an enrollment of 929 students. (Presently they have one full-time and one 2 hr. part-time counselors) Follow-up records are not kept on graduates and drop-outs for more than one year. Guidance space inadequate - lacks space for individual and group counseling, waiting room, and display area. Need student testing and counseling schedule.

According to the Annual Superintendents Report approximately 2.9% of the students in Horry County were enrolled in a "special needs" program during the 1970-71 school year. Estimates given to the survey team by the high school administrators indicated that between 15.0% and 25.0% of the county's school population are in the category of handicapped and/or disadvantaged. Obviously, the needs of this segment of the school population are not being met. (Reference Table 7)

A review of the data presented in Table 8 reveals the inadequacy of many of the existing vocational facilities in Horry County, in terms of: condition, scope, safety, and image. Considering the population growth occurring in the county, the efforts to reduce the student drop-out rate and make vocational education available to all students choosing it by 1975 (STATE BOARD of EDUCATION GOALS), the facilities problem will increase in magnitude unless effective corrective measures are initiated NOW.

SPECIAL NEEDS PROGRAMS

SCHOOL AREA	HIGH SCHOOL	SURVEY COMMENTS
1	Aynor	Offers one special program in areas of Masonry, Small Engines, Carpentry, and Home Living.
	Conway	Offers one special program with enrollment of 20 students. Students are transported to Aynor High School for special vocational training. Plan to discontinue this program during 1971-72 school year. Special vocational training should be provided at Conway High School for disadvantaged and handicapped students.
2	Floyds Cons.	No special needs program offered
	Green Sea	No special needs program offered At least 58 disadvantaged students have been identified at this high school.
	Loris	Has two special programs. 58 students enrolled in disadvantaged program and 24 in the handicapped program.
3	Myrtle Beach	One 9th grade disadvantaged class with an enrollment of 19 students.
	N. Myrtle Beach	One special education class of 15 students.
	Socastee	No special needs program offered

VOCATIONAL FACILITIES & EQUIPMENT

SCHOOL AREA	HIGH SCHOOL	COURSE OFFERING	SURVEY TEAM COMMENTS
1	Aynor	Agriculture	One teacher for 5 sections of agriculture one pre-vocational course and one adult class. Facilities in the basement of a condemned building.
		Consumer & Homemaking	Some equipment old and needs to be replaced, space inadequate for numbers of students enrolled.
		Office Occupations	Poor facilities, equipment old and needs to be replaced, need more office machines, no shorthand lab.
		Auto Mechanics	Laboratory approximately 2000 sq. ft. smaller than minimum recommended size. Equipment limited by space.
		Industrial Arts	No program offered
	Conway	Agricultural Mechanics	Laboratory size is approximately 2000 sq. ft. smaller than minimum recommended size.
		Office Occupations	Need more electrical outlets, more electric typewriters and more typing tapes.
		Masonry	Laboratory size approximately 600 sq. ft. smaller than minimum recommended size.
		Electricity	Laboratory size approximately 800 sq. ft. smaller than minimum recommended size.

SCHOOL AREA	HIGH SCHOOL	COURSE OFFERING	BRIEF VIEW COMMENTS
2	Floyds Cons.	Agriculture	Housed in building that is old, undesirable, and inadequate. An office, a classroom and a library are presently located in a 600 sq. ft. area which is adequate for a classroom only. Agricultural Mechanics shop is approximately 1500 sq. ft. smaller than minimum recommended size.
		Industrial Arts	No program offered
	Loris A.V.C.	Agriculture	Ornamental Horticulture classroom located in a former band-room with a terraced floor which is highly unsatisfactory.
		Office Occupations	Needs better lighting and more tables for equipment.
	Green Sea	Industrial Arts	No program offered
		Trade & Industrial	No program offered
	Loris	Industrial Arts	No program offered
		Trade & Industrial	No program offered
		Distributive Education	Definite lack of equipment and supplies for this program.
3	Myrtle Beach	Office Occupations	Inadequate facilities, equipment and supplies.
	N. Myrtle Beach		No Comments

VOCATIONAL FACILITIES & EQUIPMENT

SCHOOL AREA	HIGH SCHOOL	COURSE OFFERING	SURVEY TEAM COMMENTS
3	Socastee	Agriculture	Deplorable facilities - laboratory size is approximately 2600 sq. ft. smaller than minimum recommended size, and is even too small for a classroom. Shop floor floods frequently and presents an electrical hazard to students.
		Home Economics	Equipment old and needs to be replaced.

RECOMMENDATIONS:

It should be apparent from the preceeding portions of this report that vocational education must not be allowed to remain in high school basements or in undersized facilities or dilapidated buildings. The continued economic growth of Horry County is at stake -------- the future success of children is in the balance --------- the intrinsic worth of each human being and their potential for making a positive contribution to society cannot be neglected. This is a matter for concern and a mandate for immediate action!

Recommendations for the improvement of vocational education in Horry County are offered for both the short term period (present through the 1972-1973 school year) and the longer term period (1973-74 to 1975-76 school years). Short term recommendations pertain to county-wide improvements which are possible to accomplish now, which involve a minimum of financial expenditures and are directed toward the achievement of a minimum acceptable vocational program. Longer term recommendations were formulated for each of the three administrative school areas in Horry County and are directed toward the establishment of a quality vocational education program.

LONGER TERM RECOMMENDATION APPROACH:

DETERMINING THE NEED FOR NEW OR EXPANDED VOCATIONAL EDUCATION FACILITIES

1. As an initial step, the following standards and criteria were established:

   a. Grade levels to be served . . . . . 11 and 12

   b. Maximum of distance and bussing time between the proposed vocational centers and the served high schools:

      Maximum Distance . . . . . 15 Miles

      Maximum Bussing Time . . . . . 30 Minutes

   c. Minimum enrollment required for the justification of a new or expanded facility . . . . . 50% of enrollment capacity

   d. Vocational Building Area Utilization:

      NEW FACILITY - Laboratory and classroom area . . . 76.0%

      Auxiliary area 24.0%

      EXPANDED FACILITY - Laboratory and classroom area 85.0%

      Auxiliary area 15.0%

   e. Building site size for the location of of a new vocational facility . . . . . 20 to 30 Acres

   f. Building Construction Cost Estimate:

      *1971 COST ESTIMATE . . . . . $18.00 Per Sq. Ft.

* - Includes the facility, acquisition of land, site grading, utility installations, architectural and engineering fees, and inspection costs.

LONGER TERM RECOMMENDATION APPROACH: - Continued

DETERMINING THE NEED FOR NEW OR EXPANDED VOCATIONAL EDUCATION FACILITIES

2. A Horry County map, locating all high schools and vocational schools, was used to evaluate and determine potential areas for the general location of proposed facilities.

3. The following information was secured for each school area in the county:

   a. High School Enrollment Capacities.

   b. Public School Enrollment Trends from 1968-69 to 1971-72.

   c. Number of eleventh and twelfth grade students who were enrolled in vocational education during the 1970-71 school year.

   d. School district plans for each high school and expansion possibilities for each facility and site.

   e. Population growth trends for each school service area and other possible influences on future enrollments.

   f. Estimate of the potential number of eleventh and twelfth grade students from each high school that would attend the proposed vocational education facility.

   g. Determine the target year the expanded or new facility should be operational.

   h. Estimate the building area and construction cost for each proposed facility.

   i. Recommend a general location for the construction of each new facility, based upon the location and concentration of high schools to be served, population growth trends of the area, and bussing distance-time relationships.

EQUIPMENT NEEDS FOR NEW AND EXPANDED FACILITIES

Logically, the first item of concern dealt with the curriculum needs for the proposed new or expanded facilities. The following information was utilized in establishing these course offerings:

1. An analysis of the current and projected employment opportunities for the county, utilizing work force estimate data, average monthly employment data, the "1971 Manpower Report" and other publications from the South Carolina Employment Security Commission. The "1970-71 South Carolina Industrial Directory" by the South Carolina State Development Board was also utilized.

2. A summary of the present course offerings and their relevancy to existing and projected employment opportunities.

3. The curriculum for each proposed new or expanded facility was developed to achieve an overall balance of occupation training, consistent with current and projected employment opportunities.

4. Equipment cost estimates, corresponding with the established course offerings for new facilities, were based upon inventory valuation data from several recently constructed area vocational centers.

SHORT TERM RECOMMENDATIONS:

1. That the school administration in Horry County, formulate an overall policy with regard to the importance of vocational education in terms of serving student needs, facility requirements and funding allocations-priorities.

2. That specific objectives for meeting the State Board of Education's Goals, adopted in May of 1970, be established by the county school district.

3. That existing vocational education facilities, equipment and programs be improved (Reference Table 8) to insure student safety and provide at least a minimum acceptable level of occupational training until up-to-date vocational facilities and equipment, are available. Course offerings in Distributive Education should be initiated at Aynor, Green Sea, Floyds Consolidated, Myrtle Beach, North Myrtle Beach and Socastee High Schools. It is suggested that Mr. E. H. Jones, Chief Supervisor of Program Planning and Development, Office of Vocational Education, be contacted for assistance in this effort.

4. That Guidance Department facilities and equipment be improved in accordance with the deficiencies noted in Table 6.

5. That the guidance efforts be increased to achieve an equitable balance between college preparatory and vocationally oriented students.

SHORT TERM RECOMMENDATIONS: - Continued

6. That the guidance personnel in all districts participate fully in the VIEW Project (Vital Information for Education and Work) that is presently being developed by the Research Coordinating Unit of the Office of Vocational Education.

7. That the scope of "Special Needs Programs" be increased to at least double the present enrollment level, by implementing additional prevocational and adjunct education programs. A concentrated and continuing effort must be made to reach the 15% to 25% of the school population that are currently categorized as educationally handicapped or disadvantaged.

LONGER TERM RECOMMENDATIONS:

As stated previously, new vocational education facilities are the means to serve the secondary and adult occupational needs in Horry County. New and optimum level vocational education facilities, equipment and course offerings will provide the way to increase the educational attainment level of the county's workforce, to create an additional source of trained manpower and will be a stimulus for economic and industrial growth.

COUNTY-WIDE RECOMMENDATIONS:

1. Initiate a massive and continuing public relations-publicity campaign during the construction of and following the opening of the proposed vocational education facilities. It is recommended that the following media and techniques be employed: newspaper; television; formal school dedication; school "open house" for the general public; dinner meetings at the vocational school with selected business and industrial representatives; the formation of business and industry advisory committees; prepared vocational presentations to civic groups, parent-teacher associations, student assemblies, business-industrial organizations, etc..... The image of vocational education must be changed from the idea of an inferior course of study to simply a <u>different occupational alternative.</u>

COUNTY-WIDE RECOMMENDATIONS: - Continued

2. Implement a broad and effective pre-vocational program, exposing seventh through tenth grade students that choose it to a variety of vocational alternatives.

3. Incorporate the functional staff positions (not necessarily separate individuals) of Vocational Guidance Counselor, Job Placement Coordinator, Business and Industry Coordinator and Adult Program Coordinator at each vocational school in the county.

4. Develop a coordinated and cooperative effort with the various trade apprenticeship organizations, business-industrial training programs and the Technical Education Commission to prepare and channel appropriate vocational graduates into their respective training programs.

5. Implement a CAREER EDUCATION program from kindergarten through the twelfth grade to provide occupational information, including college preparatory and vocational education, to assist students in the selection of a career choice.

6. Initiate and implement in-service training for vocational teachers including: the improvement of instructional methods and techniques; special problems (discipline, prejudice, etc...); advanced instructional concepts; and, occupational entry requirements.

LONGER TERM RECOMMENDATIONS:

A. School Area One

1. That the new high school planned for Area One be designated a comprehensive high school to include college preparatory, general education, special needs and vocational education programs, and be located on the Aynor side of Conway, to serve vocational students from Aynor and Conway High Schools.

   a. Suggested date to be operational - 1974-1975 school year

   b. Vocational student capacity - 480

   c. Number of vocational course offering - 12

   d. Proposed vocational course offering:

      Building Construction
      Commercial Sewing & Garment Design
      Distributive Education
      Forestry and Pulpwood Production
      Ornamental Horticulture & Turf Management
      Power Mechanics
      Health Occupations
      Electricity
      Masonry
      Food Service
      Office Occupations
      Auto Body & Fender Repair

   e. *Equipment Cost Estimate

Course Offering	Cost Estimate
Building Construction	$ 16,000
Commercial Sewing & Garment Design	$ 10,000
Distributive Education	$ 3,000
Forestry & Pulpwood Production	$ 15,000
Ornamental Horticulture & Turf Mgmt.	$ 25,000
Power Mechanics	$ 30,000
Health Occupations	$ 15,000
Electricity	$ 20,000
Masonry	$ 7,000
Food Service	$ 15,000
Office Occupations	$ 32,000
Auto Body & Fender Repair	$ 12,000
Library Materials	$ 20,000
	$120,000

*Not including existing equipment that could be utilized.

LONGER TERM RECOMMENDATIONS: - Continued

f. Building Space Requirements

Course Offering	Space Required
Building Construction	3000 sq. ft.
Commercial Sewing & Garment Design	2500 sq. ft.
Distributive Education	1600 sq. ft.
Forestry & Pulpwood Production	2000 sq. ft.
Ornamental Horticulture & Turf Mgmt.	3500 sq. ft.
Power Mechanics	4000 sq. ft.
Health Occupations	2500 sq. ft.
Electricity	3000 sq. ft.
Masonry	2000 sq. ft.
Food Service	2500 sq. ft.
Office Occupations	4000 sq. ft.
Auto Body & Fender Repair	3500 sq. ft.
Auxiliary Space	10,770 sq. ft.
TOTAL	44,870 sq. ft.

g. Construction Cost Estimate
44,870 sq. ft. @ $18.00 per sq. ft. = $807,660

RATIONALE:

In view of the bussing time-distance factor relative to the location of high school in Administrative Areas One and Three, it is strongly felt that vocational facilities are needed in each area.

A comprehensive high school in Conway would provide easy access to the largest concentration of vocational students and be within a reasonable bussing distance from Aynor High School.

Course offerings were selected to provide an overall balance with regard to job opportunities for both boys and girls.

The vocational students capacity should be adequate through at least 1980.

B. School Area Two

1. That the Loris Area Vocational Center be expanded to increase the number of available course offerings.

   a. Suggested date to be operational - 1974-1975 school year

   b. Additional vocational student capacity - 80

   c. Number of additional course offerings - 2

   d. Proposed additional vocational course offerings:

      Heating, Air Conditioning, & Refrigeration
      Cosmetology

   e. Modifications to existing facilities should include enlargement of the Electricity laboratory and the conversion and expansion of the Auto Mechanics laboratory to a Power Mechanics laboratory.

   f. Equipment Cost Estimate

Course Offering	Cost Estimate
Heating, Air Conditioning, & Refrigeration	$25,000
Cosmetology	$15,000
Electricity (shop expansion)	$10,000
Power Mechanics (shop modification)	$15,000
	$65,000

   g. Construction Cost Estimate
      *10,000 sq. ft. @ $16.00 per sq. ft. $160,000

* Less cost of land

RATIONALE:

Expansion of the Loris Area Vocational Center is recommended, in view of its central location to the high schools served.

The range of occupational opportunities in the county and the trend toward increased work-force mobility demands that a broader spectrum of course offerings be made available.

The additional course offerings were selected to provide an overall balance with regard to job opportunities for girls as well as boys.

The vocational student capacity should be adequate through at least 1980.

C. School Area Three

1. That a new area vocational center be constructed, to serve all high schools in School Area Three.

   a. Proposed location - Approximately 5 to 7 miles northeast of Myrtle Beach Town, on or proximal to U S route 17.

   b. Suggested date to be operational - 1972-1975

   c. Vocational student capacity - 520

   d. Number of proposed course offerings - 13

   e. Proposed vocational course offerings

      Power Mechanics
      Health Occupations
      Food Service
      Child Care
      Building Construction
      Heating, Air Conditioning & Refrigeration
      Industrial Sewing and Apparel
      Masonry
      Electricity
      Lodging Services
      Building (Janitorial) Services
      Ornamental Horticulture and Turf Management
      Cosmetology

   e. * Equipment Cost Estimate

Course Offerings	Cost Estimate
Power Mechanics	$30,000
Health Occupations	$15,000
Food Services	$15,000
Child Care	$ 2,000
Building Construction	$16,000
Heating, Air Conditioning, & Refrigeration	$25,000
Industrial Sewing and Apparel	$10,000
Masonry	$ 7,000
Electricity	$20,000
Lodging Services	$ 7,000
Building (janitorial) Services	$12,000
Ornamental Horticulture & Turf Management	$25,000
Cosmetology	$15,000
Library Materials	$20,000
TOTAL	$219,000

* Not including existing equipment that could be utilized.

School Area Three - Continued

f. Building Space Requirements

Course Offerings	Space Required
Power Mechanics	4000 sq. ft.
Health Occupations	2500 sq. ft.
Food Services	2500 sq. ft.
Child Care	1200 sq. ft.
Building Construction	3000 sq. ft.
Heating, Air Conditioning & Refrigeration	3500 sq. ft.
Industrial Sewing and Apparel	2500 sq. ft.
Masonry	2000 sq. ft.
Electricity	3000 sq. ft.
Lodging Services	1600 sq. ft.
Building (janitorial) Services	2000 sq. ft.
Orhamental Horticulture & Turf Management	3500 sq. ft.
Cosmetology	2500 sq. ft.
Auxiliary Space	10,700 sq. ft.
	44,500 sq. ft.

g. Construction Cost Estimate

44,500 sq. ft. at $18.00 per sq. ft. $801,000

RATIONALE:

The Myrtle Beach - Little River Divisions are the fastest growing areas in Horry County and is the region of greatest employment potential. This area at present has an extremely limited vocational education program.

Administrative Area III possesses a greater number of eleventh and twelfth grade students than Area I or II, and in view of the population growth promises to equal or surpass the other areas in total vocational education students.

The suggested location for the proposed facility will be centrally located with respect to the high schools served. It will be close to the greatest concentration of vocational students, and be within the bussing time-distance requirement from the home high schools.

The vocational student capacity should be adequate through at least 1980.

Course offerings were selected on the basis of manpower projections through 1975 for Economic Growth Area IV, with adjustments made for the particular employment structure existing in Horry County.

APPENDIX B-1

PROJECT OVERVIEW

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

LEXINGTON COUNTY SCHOOL DISTRICT THREE

PROJECT GOALS

A. To develop a Career Education Program in Lexington School District Three that has the potential, practically and economically, for state-wide implementation.

B. To demonstrate and measure the effectiveness of Career Education with regard to the achievement of stated objectives.

C. To develop an informational handbook and audio-visual supplement for utilization by other school districts in establishing a *"workable"* Career Education program.

ELEMENTARY SCHOOL COMPONENT

In the elementary grades the major emphasis will be on career awareness in order to make students aware of the economic, social, and personal significance of work, the existing range of occupations, and the importance of basic skills. Through activity-oriented units based on clusters of occupations, teachers on each grade level will relate their existing curricula to career awareness. Emphasis will also be placed on providing students with experiences in decision making.

MIDDLE SCHOOL COMPONENT

Career or occupation exploration will be emphasized in the middle grades, seventh through ninth grades, with some overlapping of awareness and exploration in sixth and seventh grades. In seventh and eighth grades, all clusters will be explored through units that relate the various subject areas to the cluster being studied. In the ninth grade, the exploration will be more specific as students choose several clusters to study in more depth through open-ended or individual assignments and through pre-vocational or *"hands-on"* activities.

HIGH SCHOOL COMPONENT

In tenth, eleventh, and twelfth grades, career preparation will be emphasized, though in tenth grade there will be some overlapping of exploration and preparation. Students will select high school courses essential to their occupational choices and relate their work in these courses to their career preparation through open-ended or individual assignments. If possible, students will spend some time in on-the-job experiences.

GUIDANCE ACTIVITIES

There will be an increased emphasis on guidance at all levels, but especially at the high school level. Coinciding with career selection and beginning preparation, counselors will develop a mini-course to provide additional group career counseling for all tenth graders. The implementation of the VIEW (Vital Information for Education and Work) Program will assist students in career selection by providing a source of current occupational information. Also, as part of the expanded personnel service in the high school, a student placement service will be initiated. There will be an effort made to recruit drop-outs and interested adults for evening occupational training classes.

TEACHER TRAINING ACTIVITIES

Workshops will be provided in order to aid teachers in implementing Career Education. Throughout the summer there will be a series of three-hour workshops for those teachers who wish to participate. During these volunteer workshops, teachers will explore the concept of Career Education, study the project plan, and develop ideas for Career Education instructional activities.

A three-day planning session will be held before school begins next fall during which all teachers will develop a general outline for the year and an initial Career Education unit. Periodically throughout the school year, the teachers will meet in half-day planning sessions to evaluate their progress and to plan new units. Finally, at the end of the year in another two-day workshop, the teachers, guidance counselors, and other project personnel will summarize their experiences and conclusions in a handbook that will serve as an implementation guide to other districts.

EXPANDED VOCATIONAL TRAINING

In addition to the present vocational courses (Home Economics and Consumer Education, Agriculture, and Office Occupations), five (5) new vocational courses will be offered for the 1972-73 school year: Building Construction, Electricity, Masonry, Distributive Education and Industrial Sewing.

In-service training will be provided to assist all vocational instructors in forming advisory craft committees and in utilizing new curriculum guides based on the concept of behavioral objectives.

COMMUNITY INVOLVEMENT

The involvement of parents and representatives from the local businesses and industries will be actively sought. A Community Resource Council will be established to provide continuous advice, resources, and direction to the Career Education project effort.

PROJECT EVALUATION

During the entire project, staff members and administrators will continuously appraise project progress and evaluate effectiveness. In addition, a disinterested third-party will evaluate the outcomes of the Career Education project in terms of project objectives and compare outcomes with the utilization of resources to determine the effectiveness of the total project.

MAJOR PROJECT MATERIALS

In June of 1973, after the Career Education program has operated for one school year, project personnel (teachers, counselors, and administrators) will summarize their experiences, activities and conclusions for incorporation in a *"Career Education Implementation Guide"*. As a supplement to this guide, the South Carolina Educational Television Network will have developed a synchronized slide-sound documentation of the Career Education project. This audio-visual product will be converted to a video-tape master, which will provide an additional means for state and national dissemination.

PROJECT PLAN

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

LEXINGTON SCHOOL DISTRICT THREE

SOUTH CAROLINA STATE DEPARTMENT of EDUCATION
OFFICE of VOCATIONAL EDUCATION
DR. CECIL H. JOHNSON, JR., DIRECTOR

in cooperation with

LEXINGTON COUNTY SCHOOL DISTRICT THREE

June 9, 1972

PROJECT PLAN

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

LEXINGTON SCHOOL DISTRICT THREE

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INTRODUCTION

This project plan was developed in a joint effort by the Research Coordinating Unit of the State Office of Vocational Education and Lexington School District Three. Initially, the Research Coordinating unit conducted a literature search to explore the various concepts of Career Education and presented their findings to the district. The district provided the Research Coordinating Unit with extensive information about their present system and its operation. In numerous discussions over a period of several months, the district and the Research Coordinating Unit exchanged many ideas as to what concept of Career Education and what method of implementation would best meet the needs of a typical school district. This project plan is the result of this cooperative effort.

It is designed to serve *two* functions. *First, this project plan outlines the project goals, the product objectives (desired student outcomes), and the process objectives (educational strategies),* all of which serve to define the basic Career Education Program. *Secondly, the plan outlines project objectives (a system of planned events)* which provide the procedures for logically implementing this basic Career Education Program and measuring its progress. When combined, these two parts provide a definition of the concept of Career Education and the approach for incorporating the concept into the district school system.

The plan is presented in broad terms. It is intended as a framework upon which the district can build its own appropriate Career Education program, and as such, should be considered a first step only. From here, the district must develop a more detailed implementation plan. This district plan will provide the detailed procedures to enable the district staff to develop their own Career Education program and to implement that program.

The project plan states the overall goals or purposes of the project. It then outlines the general student behavioral outcomes the project hopes to achieve. These behavioral outcomes, or product objectives, should serve as the purpose for all project instructional activities. They correspond directly to broad educational strategies or process objectives. These process objectives (educational strategies) should provide teachers and counselors with a guide for developing specific instructional activities.

Project objectives (a system of planned events) follow the product and process objectives. These project objectives provide a broad plan for implementing the Career Education program. Included with the project objectives are a general time schedule and a definition of the project responsibilities of involved state and district personnel

Together, the project objectives, general time schedule, and definition of responsibilities provide a very general implementation system. As stated previously, the district will need to develop a more detailed implementation system to serve its needs.

In considering this project plan, it is helpful to remember this distinction between the Career Education program (as defined through the product and process objectives) and the total Career Education project which includes both the program and the plan for implementing the program (as outlined through the project objectives).

A brief projection of the evaluation of the project is included. However, at this time, it is impossible to provide more than the broad objectives for the project evaluation. As the project progresses, a detailed evaluation system will be developed and implemented to measure, in terms of the stated objectives, both the effectiveness of the Career Education program and the project operation.

Following the evaluation outline is a brief description of the audio-visual presentation planned for documentation of the Career Education project.

Finally, a tentative budget is included. Budget allocations are directly related to the strategy for accomplishing stated objectives. As the project is basically a development effort, strategies for accomplishing objectives can be expected to change and to result in budget rearrangements.

I. PROJECT GOALS

A. To develop a Career Education Program in Lexington School District Three that has the potential, practically and economically, for state-wide implementation.

B. To demonstrate and measure the effectiveness of Career Education with regard to the achievement of stated objectives.

C. To develop an informational handbook and audio-visual supplement for utilization by other school districts in establishing a *"workable"* Career Education program.

II. DEFINITIONS

A. PRODUCT OBJECTIVES: Student behavioral outcomes to be achieved as a result of the Career Education Program.

B. PROCESS OBJECTIVES: Educational strategies for achieving student behavioral outcomes.

C. PROJECT OBJECTIVES: A system of planned events designed to accomplish stated process and product objectives.

III. PROGRAM OBJECTIVES

A. GRADES 1-6 COMPONENT

1. PRODUCT OBJECTIVES

EACH STUDENT WILL:

a. have a knowledge and understanding of the economic, social, and personal importance of work.

b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.

c. show an awareness of the need for basic educational skills in the world of work.

d. know and practice the desirable habits and attitudes that are needed in the world of work.

e. practice decision making and simulate career selection.

f. demonstrate a positive self-image and attitude toward others.

g. have an awareness of his interests.

A. GRADES 1-6 COMPONENT - Cont'd.

2. PROCESS OBJECTIVES

a. Teachers will develop four (4) career education units for use during the 1972-73 school year, *that:*

1. will encompass all occupational cluster groups (Service, Business, Science, and Communications) and show the relationship between them.

2. will be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work.

3. will provide activities to emphasize desirable habits and attitudes for life and work.

4. will provide individual and group activities that enhance occupational aspirations, student concept of self, and, student ability to get along with others.

5. will provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes.

6. will incorporate extensive use of audio-visual materials in career education.

7. will provide activities for students to plan parts of each unit and simulate a career choice related to each unit.

8. will provide community involvement, activities to take student into the working world.

b. Teachers will evaluate each unit, with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. GRADES 7-9 COMPONENT

1. PRODUCT OBJECTIVES

EACH STUDENT WILL:

a. have a knowledge and understanding of the economic, social, and personal importance of work.

b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.

c. understand the need for basic educational skills in the world of work.

d. know and practice the desirable habits and attitudes that are needed in the world of work.

e. practice decision making and narrow career choices.

f. demonstrate a positive self-image and attitude toward others.

g. have a knowledge and understanding of his interests, abilities, values, and needs.

h. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.

i. have a basic understanding of the consequences of his career choice(s).

B. GRADES 7-9 COMPONENT - Cont'd.

2. PROCESS OBJECTIVES

a. Teachers will develop four (4) career education units for use during the 1972-73 school year, *that:*

1. will provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.

2. will provide for the in-depth study of all occupational clusters, and relate basic subject matter to those clusters at the 9th grade level.

3. will focus upon the need for basic skills in the world of work.

4. will provide activities for students to learn desirable habits and attitudes for life and work.

5. will provide activities for students to practice decision making and narrow career choices.

6. will provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others.

7. will provide activities for students to explore and assess their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.

b. Teachers will evaluate each unit, with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.

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B. GRADES 7-9 COMPONENT - Cont'd.

2. PROCESS OBJECTIVES - Cont'd.

c. Teachers will relate course material to career preparation and the world of work.

d. Teachers, counselors, and project staff will provide students with the opportunity to explore in-depth five (5) chosen clusters.

e. Project staff will provide ninth graders with a supplementary exploration program during the first six weeks period.

C. GRADES 10-12 COMPONENT

1. PRODUCT OBJECTIVES

EACH STUDENT WILL:

a. have a knowledge and understanding of the economic, social, and personal significance of work.

b. understand the range, nature, and relatedness of all work.

c. understand the need for basic educational skills in the world of work.

d. know and practice the desirable habits and attitudes that are needed in the world of work.

e. demonstrate a positive self-image and attitude toward others.

f. have a knowledge and understanding of his interests, abilities, values, and needs.

g. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.

h. have a basic understanding of the consequences of his career choice(s).

i. narrow his career choices to one occupational area and make a decision between a vocational or a college preparatory program.

j. plan an educational program appropriate for his career choice.

k. be placed in a job or a higher education program following termination from school.

C. GRADES 10-12 COMPONENT - Cont'd.

2. PROCESS OBJECTIVES

a. Teachers will relate course material to career preparation and the world of work.

b. Teachers will develop four (4) career education themes for individual projects, *that:*

1. will provide for in-depth exploration of chosen occupational clusters.

2. will provide for group activities that illustrate the range, nature, and relatedness of all work.

3. will focus upon the need for basic skills in the world of work.

4. will provide an opportunity to learn the desirable habits and attitudes for chosen careers.

5. will allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.

6. will allow students to explore chosen careers in terms of their own interests, abilities, needs, and values.

7. will allow students to learn the consequences of their career choices.

c. Teachers will evaluate each project, with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.

C. GRADES 10-12 COMPONENT - Cont'd.

2. PROCESS OBJECTIVES - Cont'd.

d. Project staff will provide 10th graders with a supplementary exploration program during the first six weeks period.

e. Guidance personnel will develop and operate an intensive career guidance course for 10th graders.

f. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.

g. Project staff will provide opportunities for students to explore their chosen careers outside the school setting.

h. Project staff and guidance personnel will provide for the placement (employment or program of further education) of students leaving high school.

D. SPECIAL EDUCATION

1. PRODUCT OBJECTIVES

a. The product objectives applicable to each individual student in the special education sub-component are the same as the product objectives for the appropriate grade level component.

2. PROCESS OBJECTIVES

a. Teachers will provide individual activities that will accomplish the appropriate component product objectives and that will provide basic skill training in specific appropriate occupations.

IV. RELATIONSHIP BETWEEN OBJECTIVES

A. GRADES 1 - 6

1. PRODUCT OBJECTIVES

	Related Process Objectives	Related Product Objectives
EACH STUDENT WILL:		
a. have a knowledge and understanding of the economic, social, and personal importance of work.	*a. 1, a. 4, a. 5, a. 6, a. 8, b.*	*a., b.*
b. understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.	*a. 1, a. 6, a. 8, b.*	*c.*
c. show an awareness of the need for basic educational skills in the world of work.	*a. 2, a. 6, a. 8, b.*	*d.*
d. know and practice the desirable habits and attitudes that are needed in the world of work.	*a. 3, a. 8, b.*	*a., f., g.*
e. practice decision making and simulate career selection.	*a. 7, b.*	*a., f., g.*
f. demonstrate a positive self-image and attitude toward others.	*a. 4, a. 5, a. 7, b.*	*a., b., c.*
g. have an awareness of his interests.	*a. 4, a. 5, a. 7, b.*	*e., f., g.*

2. PROCESS OBJECTIVES

a. Teachers will develop four (4) career education units for use during the 1972-73 school year, *that:*

1. will encompass all occupational cluster groups (Service, Science, and Communications) and show the relationship between them. — *a., b., c., d.*
2. will be integrated with all subject matter to emphasize the relationship of and need for basic skills in the world of work. — *a., b., c., d., e., f., g.*
3. will provide activities to emphasize desirable habits and attitudes for life and work. — *a., b., c., d., e., f., g.*
4. will provide individual and group activities that enhance occupational aspirations, student concept of self, and, student ability to get along with others. — *a., b., c., d., e., f., g.*
5. will provide each student the opportunity to participate in activities for the evaluation of career interests and aptitudes. — *a., b., c., d., e., f., g.*
6. will incorporate extensive use of audio-visual materials in career education. — *a., b., c., d., e., f., g.*
7. will provide activities for students to plan parts of each unit and simulate a career choice related to each unit. — *a., b., c., d., e., f., g.*
8. will provide community involvement, activities to take student into the working world. — *a., b., c., d., e., f., g.*

b. Teachers will evaluate each unit, with regard to instructional techniques and process activities in relation to their effectiveness in producing established product objectives.

B. GRADES 7 - 9

1. PRODUCT OBJECTIVES

	Related Process Objectives	Related Product Objectives
EACH STUDENT WILL:		
a. have a knowledge and understanding of the economic, social, and personal importance of work.	*a. 1 or a. 2* *a. 6* *a. 7* *b.* *c.* *d.* *e.*	*a.* *b.*
b. understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.	*a. 1 or a. 2* *b.* *c.* *d.* *e.*	*a.* *b.*
c. understand the need for basic educational skills in the world of work.	*a. 3* *b.* *c.* *d.*	*c.*
d. know and practice the desirable habits and attitudes that are needed in the world of work.	*a. 4* *b.* *d.*	*d.*
e. practice decision making and narrow career choices.	*a. 5* *a. 7* *b.* *d.*	*e.* *f.* *h.* *i.*
f. demonstrate a positive self-image and attitude toward others.	*a. 5* *a. 6* *a. 7* *b.*	*a.* *f.* *g.* *h.*
g. have a knowledge and understanding of his interests, abilities, values, and needs.	*a. 6* *a. 7* *b.* *c.* *d.*	*a.* *e.* *f.* *g.* *h.* *i.*
h. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.	*a. 5* *a. 6* *a. 7* *b.* *d.*	*a.* *b.* *c.* *d.* *e.* *f.* *g.* *h.* *i.*
i. have a basic understanding of the consequences of his career choice(s)	*a. 5* *a. 7* *b.* *d.*	*a.* *b.* *c.* *g.*
		a. *b.* *c.* *d.* *e.* *g.* *h.* *i.*
		a. *b.*

2. PROCESS OBJECTIVES

a. Teachers will develop four (4) career education units for use during the 1972-73 school year, *that:*

1. will provide for the exploration of all occupational clusters at the 7th and 8th grade level and will relate basic subject matter to each cluster studied.

2. will provide for the in-depth study of all occupational clusters, and relate basic subject matter to those clusters at the 9th grade level.

3. will focus upon the need for basic skills in the world of work.

4. will provide activities for students to learn desirable habits and attitudes for life and work.

5. will provide activities for students to practice decision making and narrow career choices.

6. will provide individual and group activities that enhance occupational aspirations, student self-concept, and the ability to get along with others.

7. will provide activities for students to explore and assess their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices.

b. Teachers will evaluate each unit, with regard to the effectiveness of instructional techniques and process activities in producing established product objectives.

c. Teachers will relate course material to career preparation and the world of work.

d. Teachers, counselors, and project staff will provide students with the opportunity to explore in-depth five (5) chosen clusters.

e. Project staff will provide ninth graders with a supplementary exploration program during the first six weeks period.

3 [illegible]

C. GRADES 10 - 12

1. PRODUCT OBJECTIVES *EACH STUDENT WILL:*	*Related Process Objectives*	*Related Product Objectives*	PROCESS OBJECTIVES
a. have a knowledge and understanding of the economic, social, and personal significance of work.	a. b. 1 b. 2 b. 4 b. 6 b. 7 c. d. e. f. g.	a. b. c. f.	a. Teachers will relate course material to career preparation and the world of work.
b. understand the range, nature, and relatedness of all work.	a. b. 1 b. 2 c. d.		b. Teachers will develop four (4) career education themes for individual projects, that:
		a. b. c. k.	1. will provide for in-depth exploration of chosen occupational clusters.
c. understand the need for basic educational skills in the world of work.	a. b. 3 c. g.	a. b.	2. will provide for group activities that illustrate the range, nature, and relatedness of all work.
d. know and practice the desirable habits and attitudes that are needed in the world of work.	b. 4 c. e. f. g.	c.	3. will focus upon the need for basic skills in the world of work.
e. demonstrate a positive self-image and attitude toward others.	b. 5 b. 6 c. e. f.	b.	4. will provide an opportunity to learn the desirable habits and attitudes for chosen careers.
f. have a knowledge and understanding of his interests, abilities, values, and needs.	a. b. 1 b. 2 b. 3 c. e. f. g.	a. e. f. g.	5. will allow students to explore their feelings about themselves and others and to relate these feelings to their total life plans.
g. base his career choice(s) on his knowledge and understanding of his interests, abilities, values, and needs.	b. 5 b. 6 b. 7 c. e. f. g.	a. e. f. g.	6. will allow students to explore chosen careers in terms of their own interests, abilities, needs, and values.
h. have a basic understanding of the consequences of his career choice(s).	b. 1 b. 7 c. e. f. g.	a. g. h.	7. will allow students to learn the consequences of their career choices.
i. narrow his career choices to one occupational area and make a decision between a vocational or a college preparatory program.	c. e. f. g.	a. b. c. d. e. f. g. h. i. j. k.	c. Teachers will evaluate each project, with regard to the effectiveness of themes, instructional techniques, and process activities in producing established product objectives.
j. plan an educational program appropriate for his career choice.	f. g.	a. b.	d. Project staff will provide 10th graders with a supplementary exploration program during the first six weeks period.
k. be placed in a job or a higher education program following termination from school.	h.	a. d. e. f. g. h. i.	e. Guidance personnel will develop and operate an intensive career guidance course for 10th graders.
		a. d. e. f. g. h. i. j.	f. Guidance personnel will develop and implement career guidance techniques for those 11th and 12th graders who need assistance in choosing a career and planning for it.
		a. c. d. f. g. h. i. j.	g. Project staff will provide opportunities for students to explore their chosen careers outside the school setting.
		k.	h. Project staff and guidance personnel will provide for the placement (employment or program of further

EXPLANATION of PERT CHART

Project objectives were developed and portrayed on the following chart, utilizing Program Evaluation and Review Techniques (PERT). PERT displays by means of a time based network, the systematic integration of all project tasks, from project start to completion, and shows the interdependency of activities and objectives to be accomplished. PERT also provides a means of: communicating a better understanding of the project effort; assessing and controlling project progress; determining the most effective use of available human, physical, and financial resources; and, the generating of terse and timely project status reports for effective management of the overall effort.

The following rules should be understood with regard to interpreting the PERT Chart:

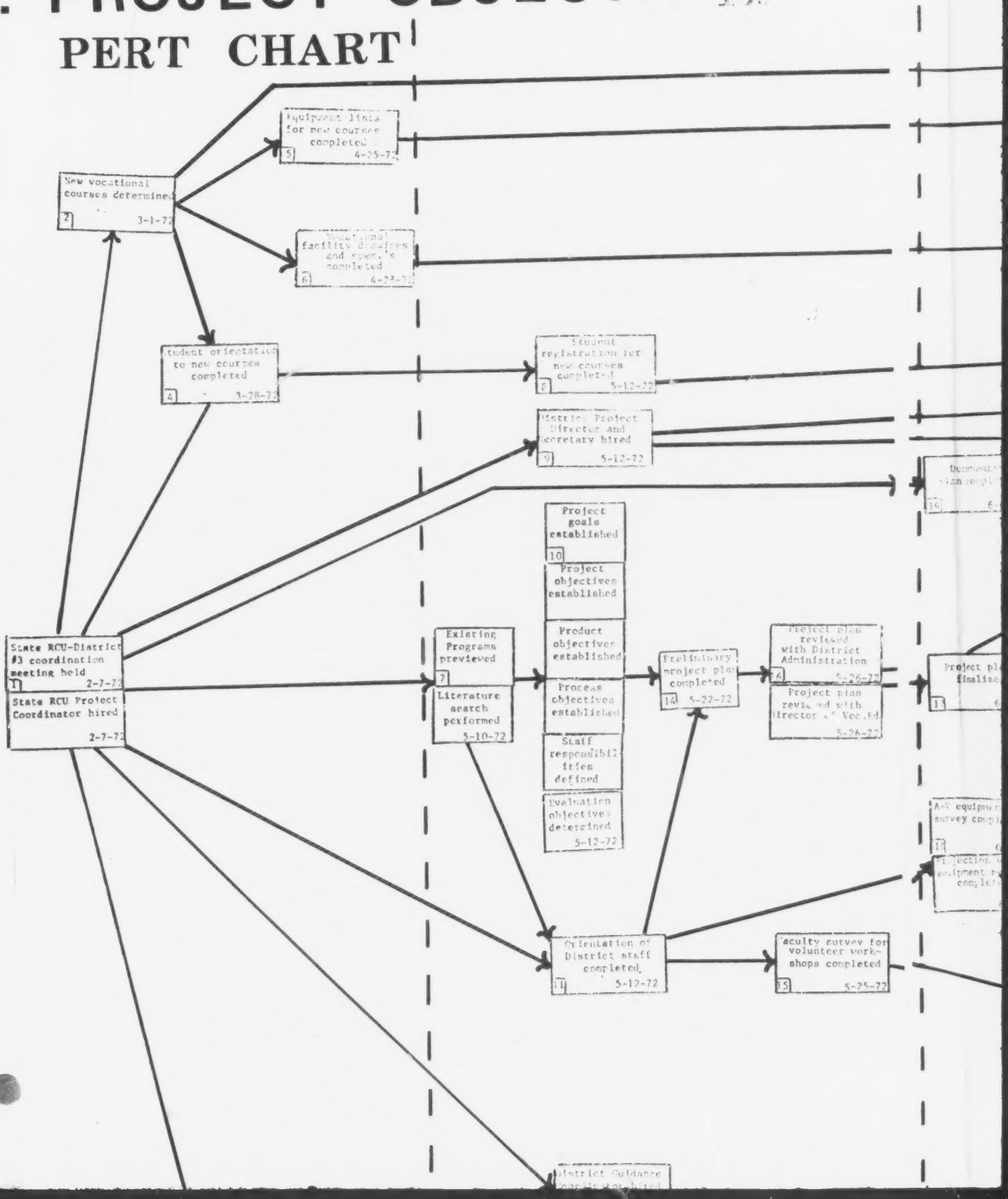
1. Squares represent objectives (or events) while arrows indicate the activity required to realize an objective (event).

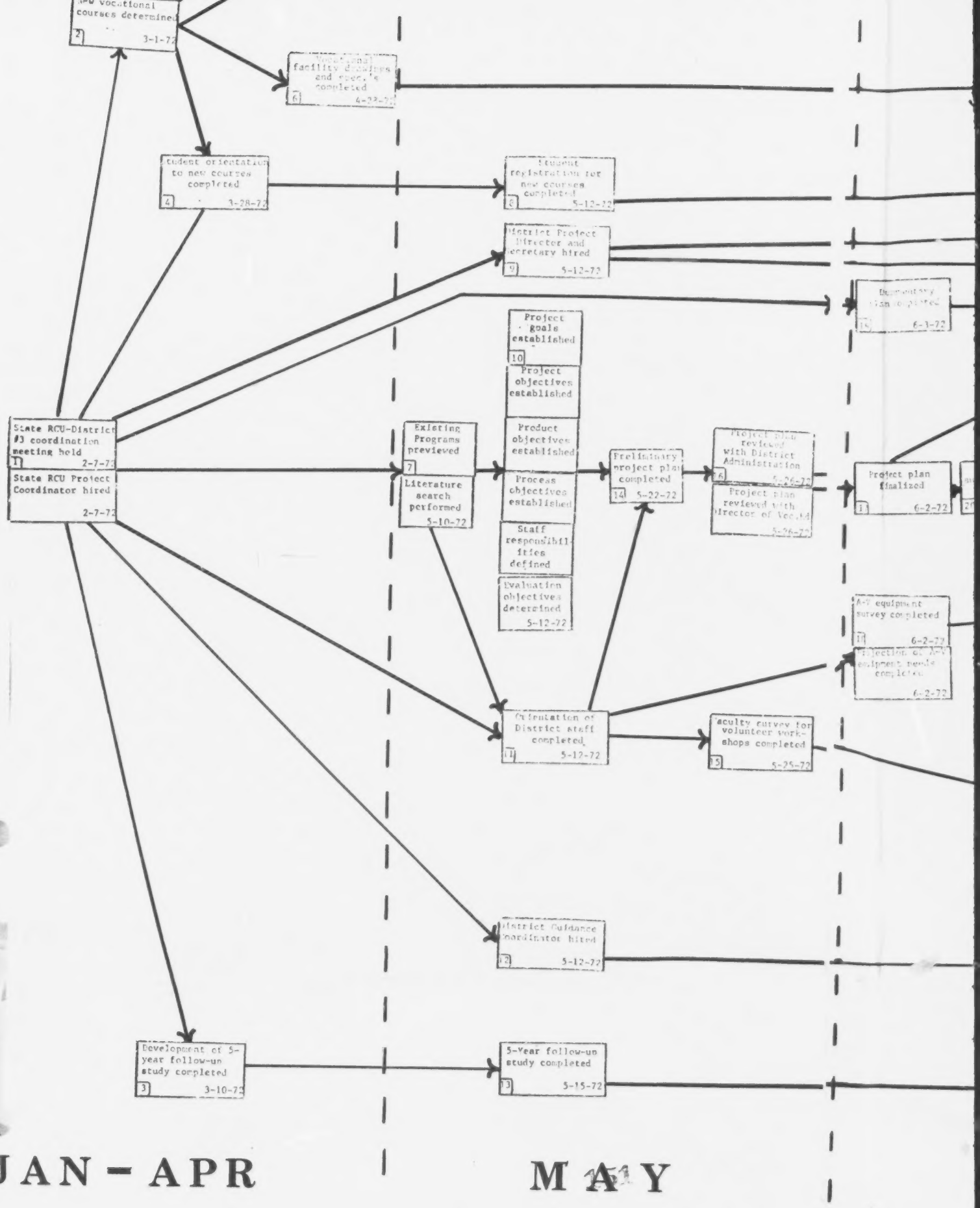
2. Objectives (events) may be either initiation or completion objectives (events).

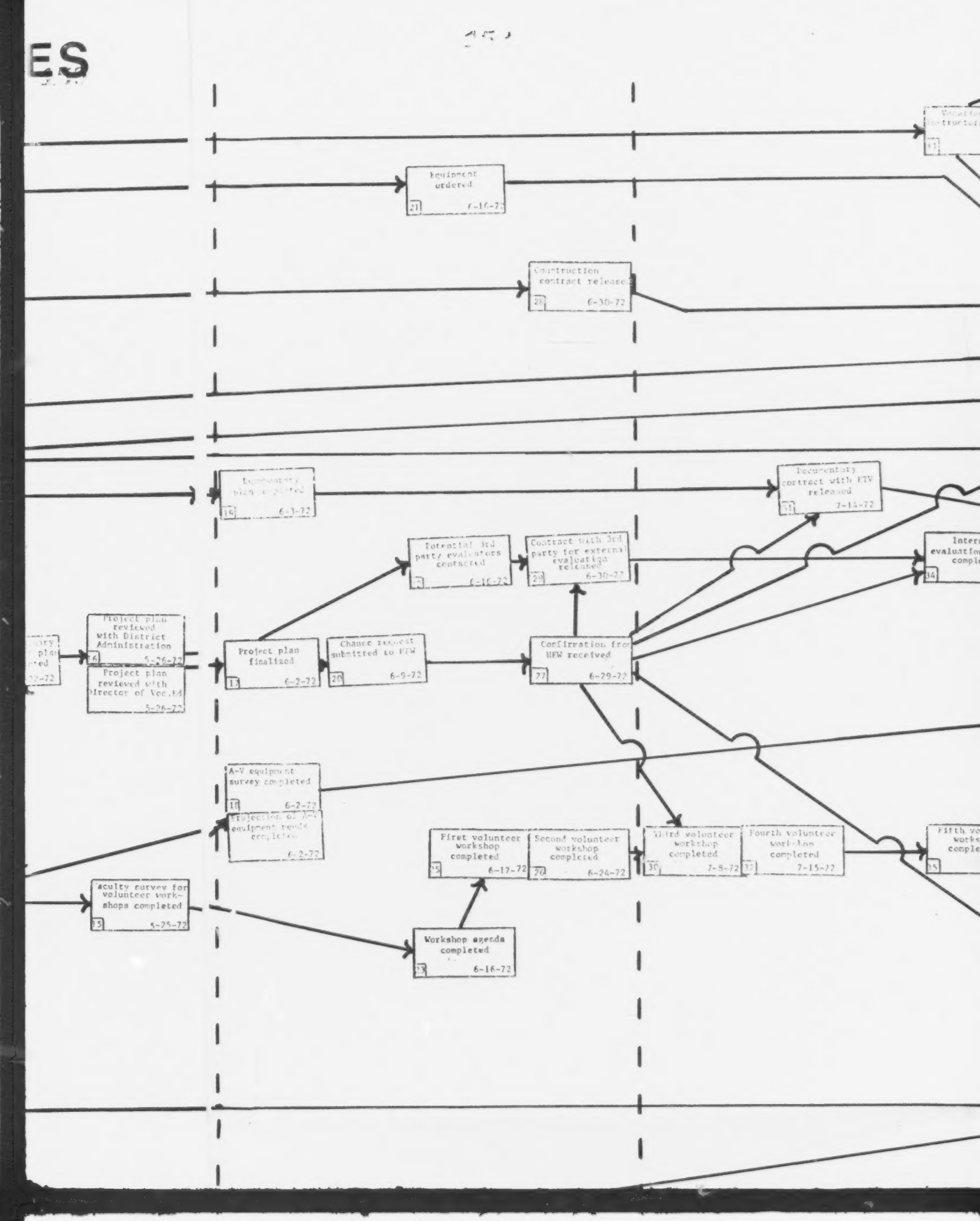
3. Activity lines impinging on a particular objective (event) indicate the prerequisite events necessary to achieve that objective.

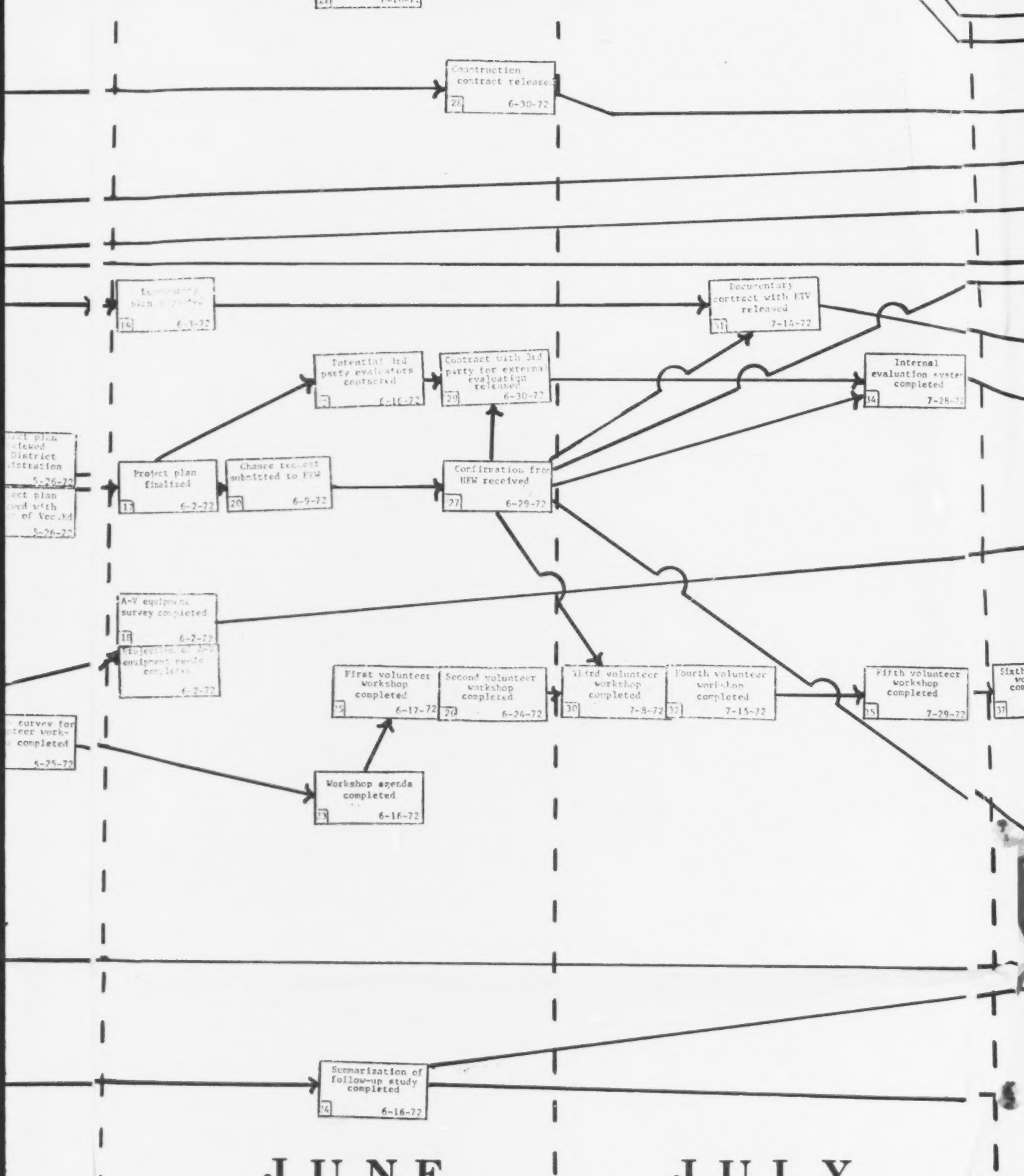
V. PROJECT OBJECTIVES

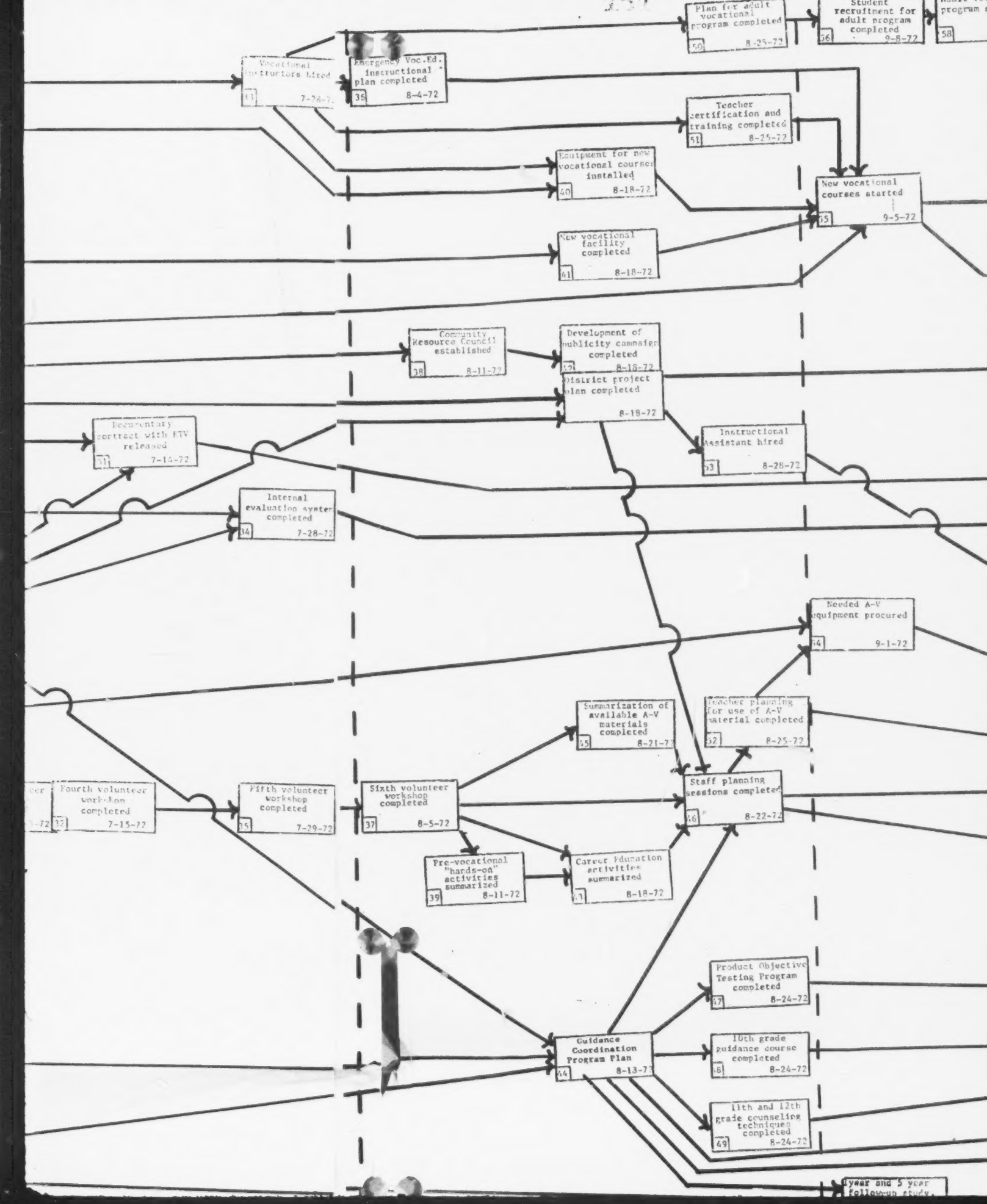
PERT CHART

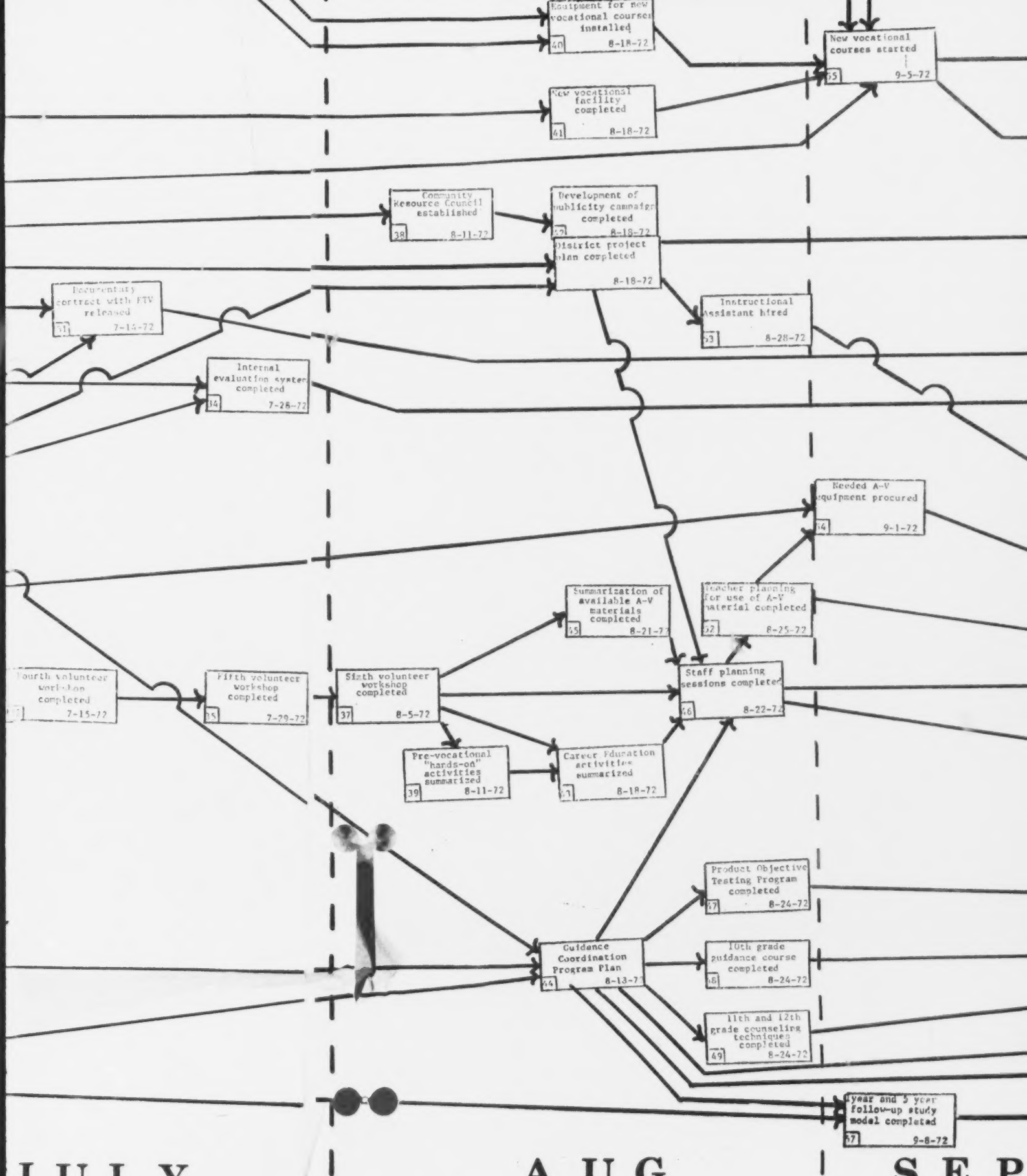


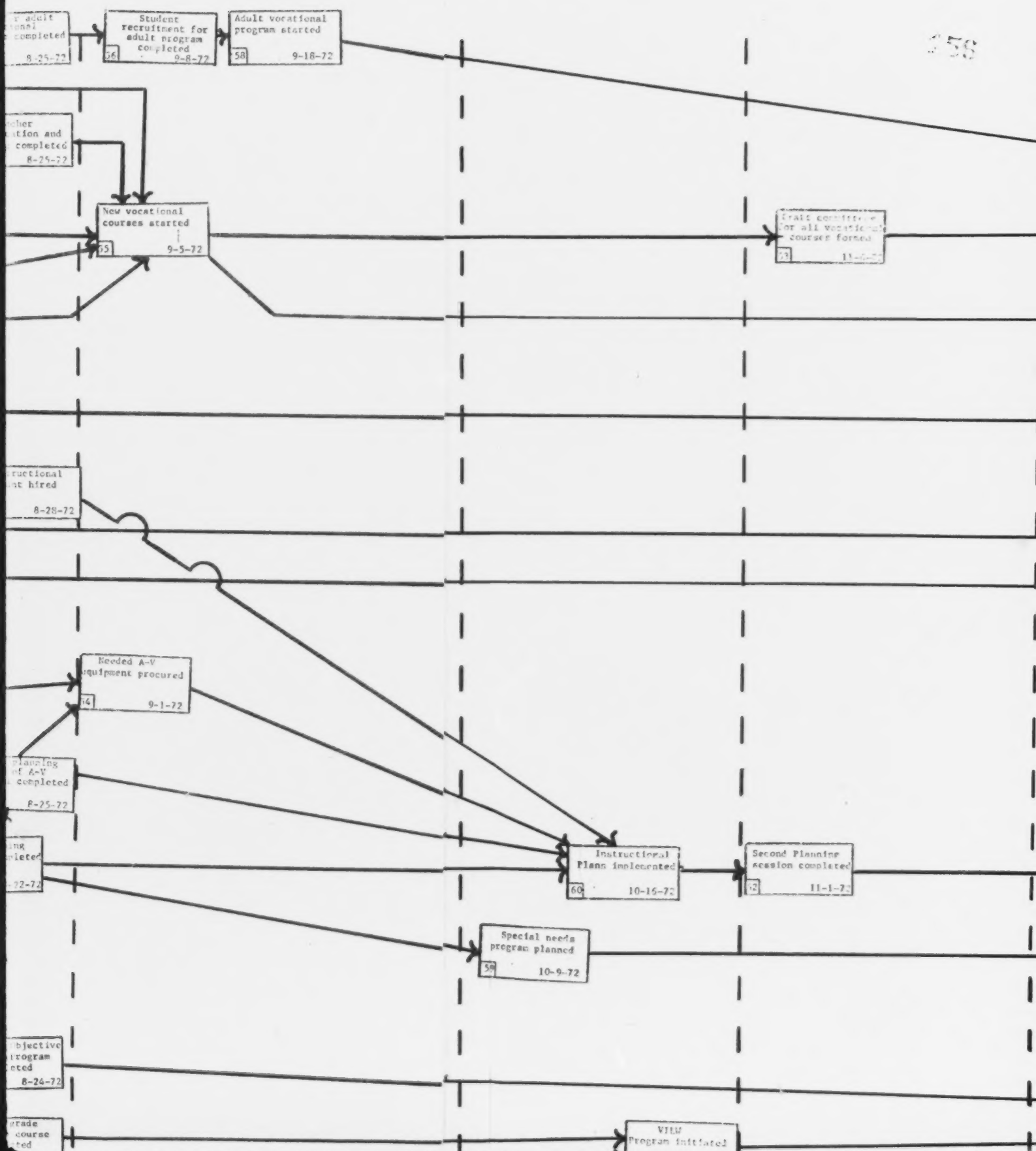

vocational courses determined
2
3-1-72
Vocational facility drawings and spec.'s completed
6
4-22-72
Student orientation to new courses completed
4
3-28-72
Student registration for new courses completed
8
5-12-72
District Project Director and secretary hired
9
5-12-72
Project goals established
10
Project objectives established
Product objectives established
Process objectives established
Staff responsibilities defined
Evaluation objectives determined
5-12-72
State RCU-District #3 coordination meeting held
1
2-7-72
State RCU Project Coordinator hired
2-7-72
Existing Programs previewed
7
Literature search performed
5-10-72
Preliminary project plan completed
14
5-22-72
Project plan reviewed with District Administration
16
5-26-72
Project plan reviewed with Director of Voc. Ed.
5-26-72
Project plan finalized
11
6-2-72
A-V equipment survey completed
17
6-2-72
Projection of A-V equipment needs completed
6-2-72
Orientation of District staff completed
11
5-12-72
Faculty survey for volunteer workshops completed
15
5-25-72
District Guidance Coordinator hired
12
5-12-72
Development of 5-year follow-up study completed
3
3-10-72
5-Year follow-up study completed
13
5-15-72
JAN - APR
MAY

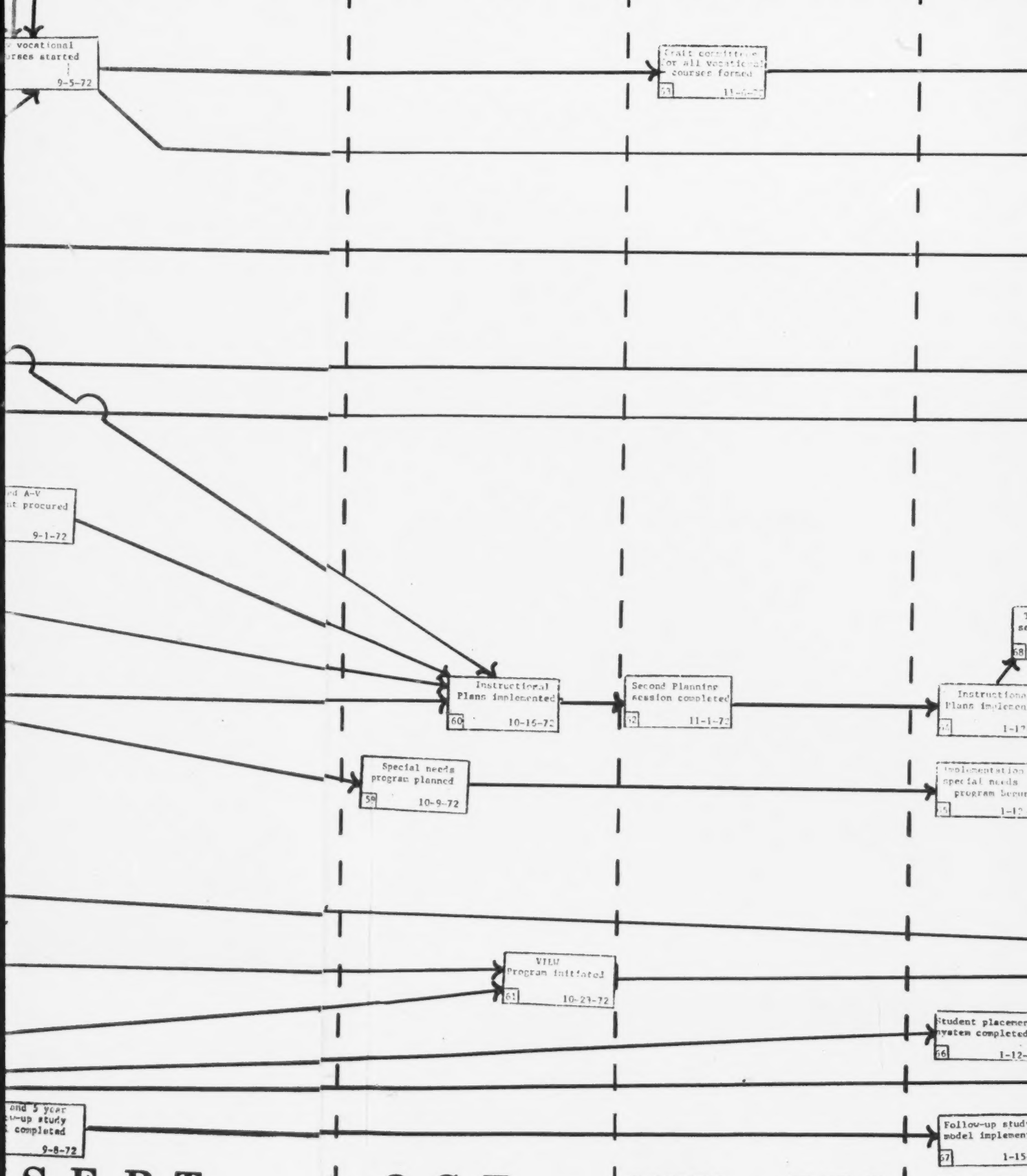

Equipment ordered
21 6-16-72
Construction contract released
28 6-30-72
Documentary contract with ETV released
31 7-14-72
Potential 3rd party evaluators contacted
6-16-72
Contract with 3rd party for external evaluation released
29 6-30-72
Project plan reviewed with District Administration
16 5-26-72
Project plan reviewed with Director of Voc.Ed
5-26-72
Project plan finalized
11 6-2-72
Change request submitted to HEW
20 6-9-72
Confirmation from HEW received
27 6-29-72
A-V equipment survey completed
18 6-2-72
First volunteer workshop completed
19 6-17-72
Second volunteer workshop completed
20 6-24-72
Third volunteer workshop completed
30 7-8-72
Fourth volunteer workshop completed
32 7-15-72
Faculty survey for volunteer workshops completed
13 5-25-72
Workshop agenda completed
23 6-16-72

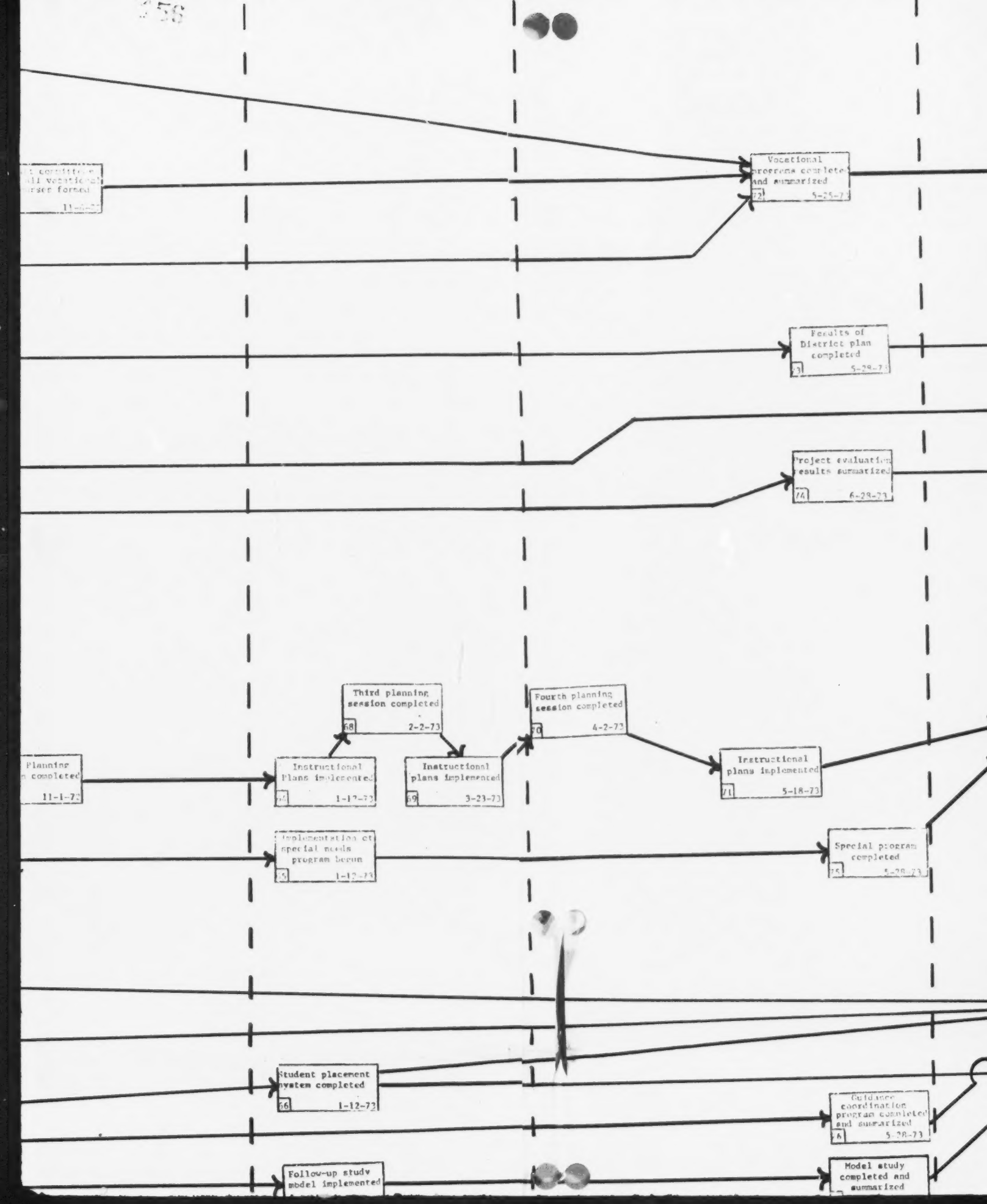

Construction contract released
28
6-30-72
Documentary contract with FTV released
31
7-14-72
Potential 3rd party evaluators contacted
6-16-72
Contract with 3rd party for external evaluation released
29
6-30-72
Internal evaluation system completed
34
7-28-72
Project plan finalized
13
6-2-72
Change request submitted to FEW
20
6-9-72
Confirmation from NFW received
27
6-29-72
A-V equipment survey completed
18
6-2-72
First volunteer workshop completed
25
6-17-72
Second volunteer workshop completed
26
6-24-72
Third volunteer workshop completed
30
7-8-72
Fourth volunteer workshop completed
32
7-15-72
Fifth volunteer workshop completed
35
7-29-72
Workshop agenda completed
23
6-16-72
Summarization of follow-up study completed
24
6-16-72
JUNE
JULY

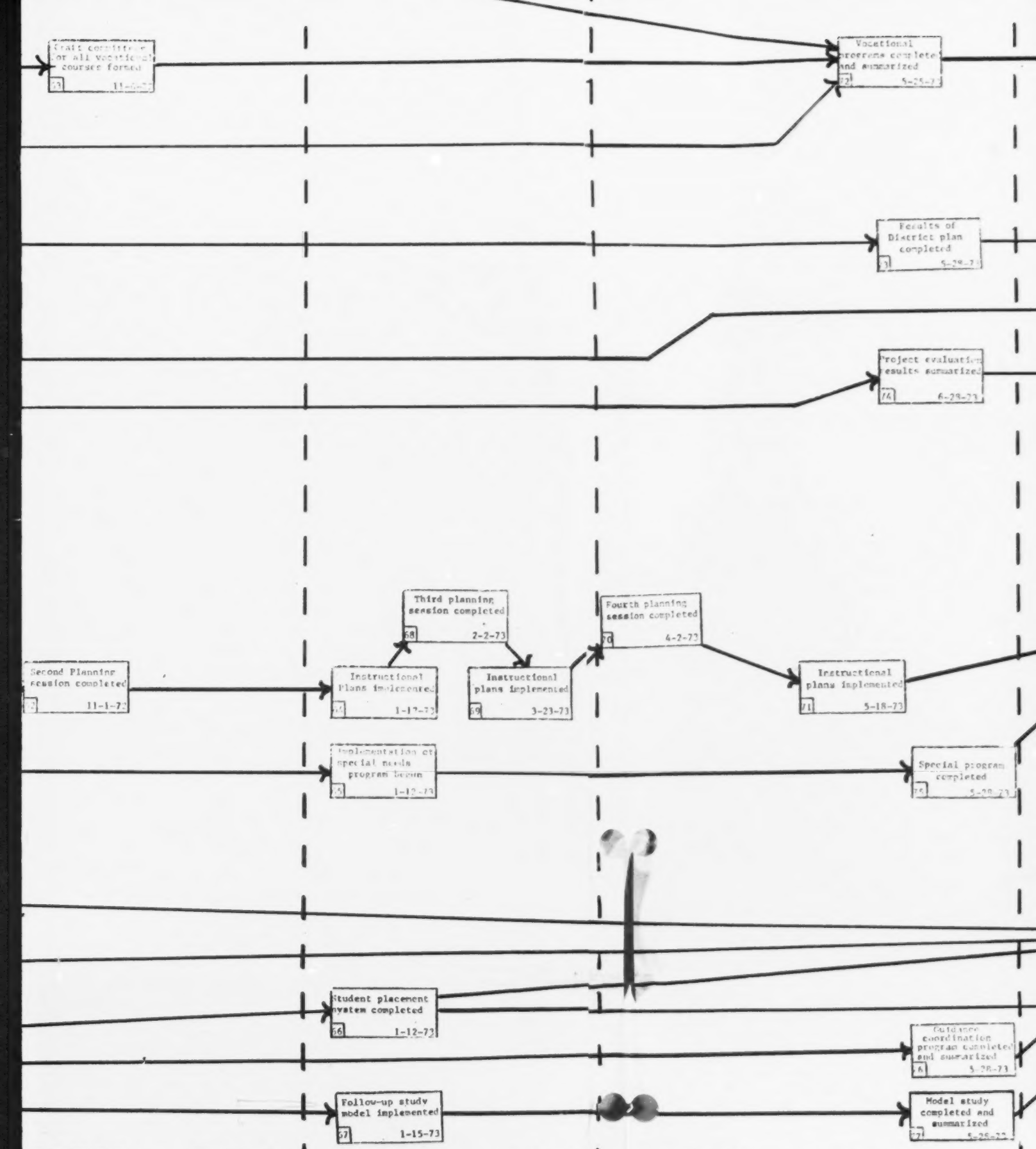

Plan for adult vocational program completed
50 8-25-72
Student recruitment for adult program completed
56 9-8-72
58
Vocational instructors hired
41 7-28-72
Emergency Voc.Ed. instructional plan completed
35 8-4-72
Teacher certification and training completed
51 8-25-72
Equipment for new vocational courses installed
40 8-18-72
New vocational courses started
55 9-5-72
New vocational facility completed
61 8-18-72
Community Resource Council established
38 8-11-72
Development of publicity campaign completed
42 8-18-72
District project plan completed
8-18-72
Documentary contract with ETV released
31 7-14-72
Instructional Assistant hired
53 8-28-72
Internal evaluation system completed
34 7-28-72
Needed A-V equipment procured
54 9-1-72
Summarization of available A-V materials completed
45 8-21-72
Teacher planning for use of A-V material completed
52 8-25-72
Fourth volunteer workshop completed
32 7-15-72
Fifth volunteer workshop completed
35 7-29-72
Sixth volunteer workshop completed
37 8-5-72
Staff planning sessions completed
46 8-22-72
Pre-vocational "hands-on" activities summarized
39 8-11-72
Career Education activities summarized
43 8-18-72
Product Objective Testing Program completed
47 8-24-72
Guidance Coordination Program Plan
44 8-13-72
10th grade guidance course completed
48 8-24-72
11th and 12th grade counseling techniques completed
49 8-24-72
1 year and 5 year follow-up study.

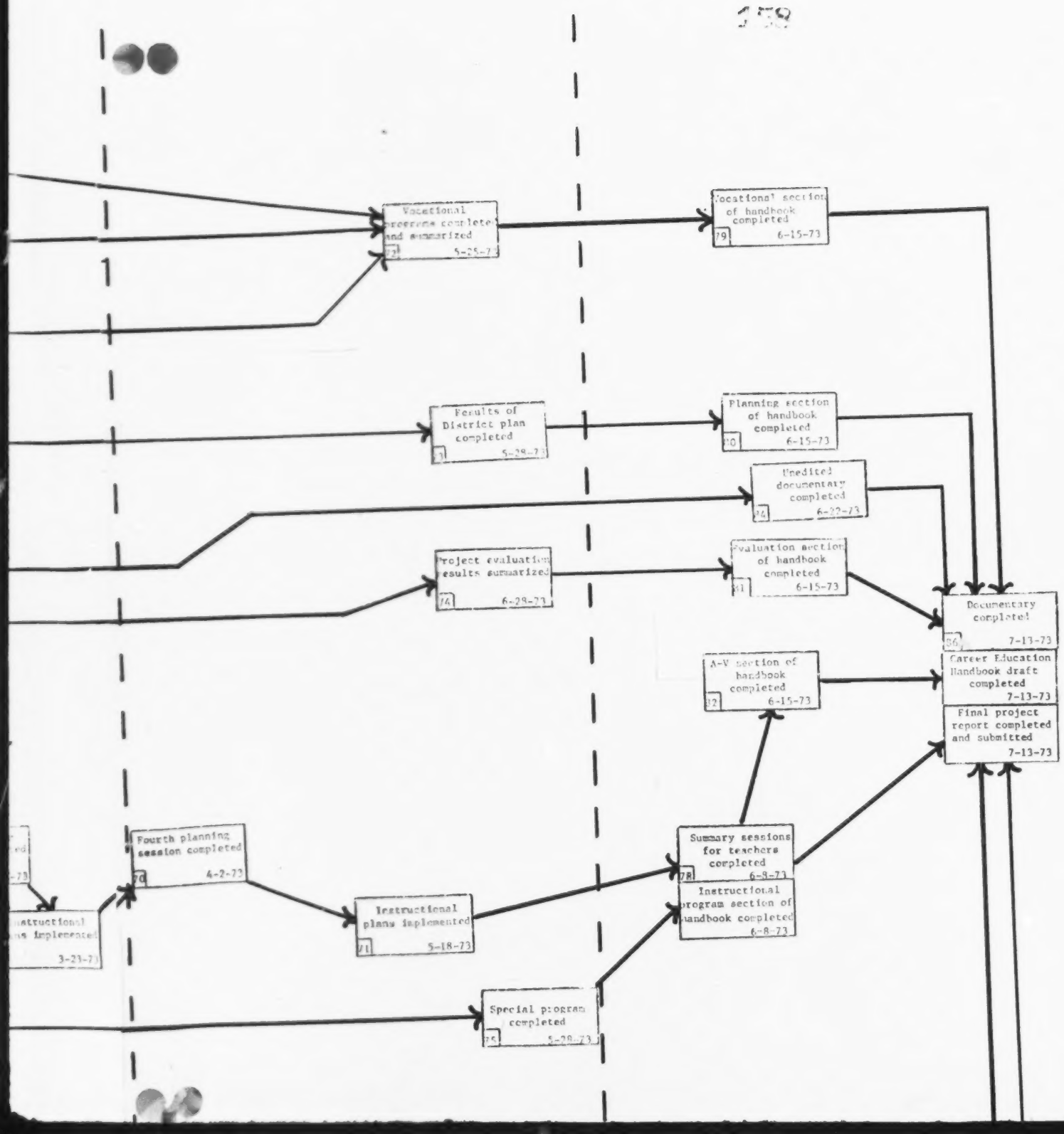

Equipment for new vocational courses installed
40 8-18-72
New vocational courses started
45 9-5-72
New vocational facility completed
41 8-18-72
Community Resource Council established
38 8-11-72
Development of publicity campaign completed
8-18-72
District project plan completed
8-18-72
Instructional Assistant hired
43 8-28-72
Documentary contract with FTV released
31 7-14-72
Internal evaluation system completed
34 7-28-72
Needed A-V equipment procured
44 9-1-72
Summarization of available A-V materials completed
8-21-72
Teacher planning for use of A-V material completed
42 8-25-72
Fourth volunteer workshop completed
7-15-72
Fifth volunteer workshop completed
35 7-29-72
Sixth volunteer workshop completed
37 8-5-72
Staff planning sessions completed
46 8-22-72
Pre-vocational "hands-on" activities summarized
39 8-11-72
Career Education activities summarized
8-18-72
Product Objective Testing Program completed
47 8-24-72
Guidance Coordination Program Plan
44 8-13-72
10th grade guidance course completed
48 8-24-72
11th and 12th grade counseling techniques completed
49 8-24-72
1 year and 5 year follow-up study model completed
47 9-8-72
JULY
AUG
SEP

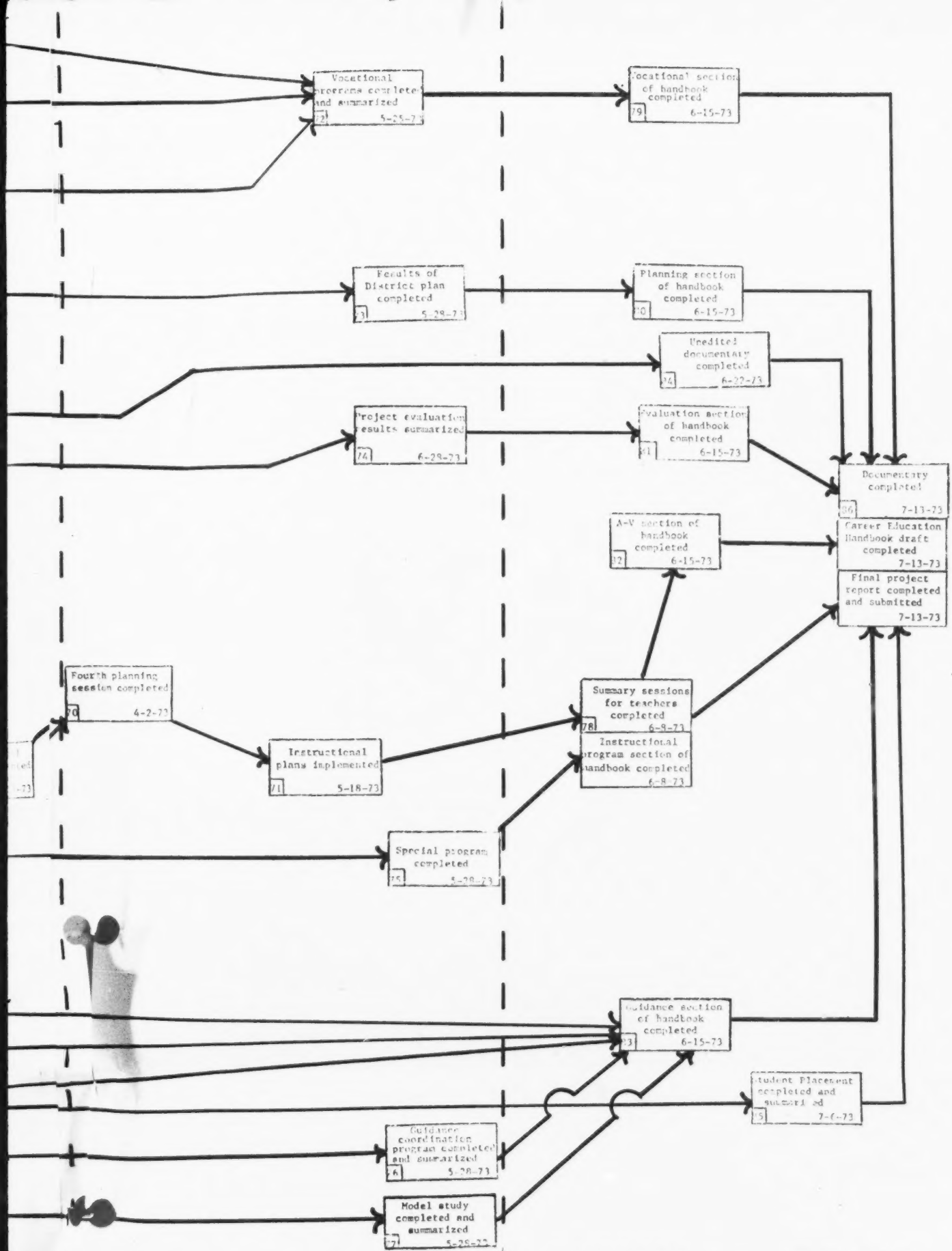

r adult
completed
8-25-72
Student recruitment for adult program completed
56
9-8-72
Adult vocational program started
58
9-18-72
cher
ation and
completed
8-25-72
New vocational courses started
55
9-5-72
Advisory committee for all vocational courses formed
53
11-6-72
ructional
nt hired
8-28-72
Needed A-V equipment procured
54
9-1-72
Planning
of A-V
completed
8-25-72
ing
leted
-72-72
Instructional Plans implemented
60
10-16-72
Second Planning session completed
62
11-1-72
Special needs program planned
59
10-9-72
bjective
rogram
ted
8-24-72
rade
course
ted
VIEW Program initiated


vocational
rses started
9-5-72
Instructional
Plans implemented
60
10-16-72
Second Planning
session completed
62
11-1-72
Special needs
program planned
59
10-9-72
VIEW
Program initiated
61
10-23-72
and 5 year
-up study
completed
9-8-72
SEPT
OCT
NOV - DEC
JAN


Vocational programs completed and summarized
5-25-73
Results of District plan completed
5-28-73
Project evaluation results summarized
74
6-28-73
Third planning session completed
68
2-2-73
Fourth planning session completed
70
4-2-73
Instructional Plans implemented
1-12-73
Instructional plans implemented
69
3-23-73
Instructional plans implemented
71
5-18-73
Special program completed
5-28-73
Student placement system completed
66
1-12-73
Guidance coordination program completed and summarized
5-28-73
Model study completed and summarized


Craft committees for all vocational courses formed
11-6-72
Vocational programs complete and summarized
5-25-73
Results of District plan completed
5-29-73
Project evaluation results summarized
6-29-73
Second Planning session completed
11-1-72
Instructional Plans implemented
1-17-73
Third planning session completed
2-2-73
Instructional plans implemented
3-23-73
Fourth planning session completed
4-2-73
Instructional plans implemented
5-18-73
Implementation of special needs program begun
1-12-73
Special program completed
5-28-73
Student placement system completed
1-12-73
Guidance coordination program completed and summarized
5-28-73
Follow-up study model implemented
1-15-73
Model study completed and summarized
5-25-73
NOV - DEC
JAN - MAR
APR - MAY


Vocational programs completed and summarized
73 5-25-73
Vocational section of handbook completed
79 6-15-73
Results of District plan completed
5-29-73
Planning section of handbook completed
80 6-15-73
Unedited documentary completed
74 6-22-73
Project evaluation results summarized
76 6-29-73
Evaluation section of handbook completed
81 6-15-73
Documentary completed
86 7-13-73
A-V section of handbook completed
82 6-15-73
Career Education Handbook draft completed
7-13-73
Final project report completed and submitted
7-13-73
Fourth planning session completed
70 4-2-73
Instructional plans implemented
71 5-18-73
Summary sessions for teachers completed
78 6-8-73
Instructional program section of handbook completed
6-8-73
3-23-73
Special program completed
75 5-29-73



AR APR - MAY JUNE - JULY

VI. PROJECT RESPONSIBILITIES

A. PROJECT RESPONSIBILITY CHECKLIST

KEY:

P - Denotes primary responsibility.

M - Denotes must contribute.

V - Denotes voluntary participation desired.

** - Indicates involvement of appropriate personnel only.*

PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
1. a.	Hold State RCU-District #3 coordination meeting.	2-7-72	P	M								
b.	Hire State RCU Project Coordinator.	2-7-72	P									
2.	Determine new vocational courses.	3-1-72	M	P								
3.	Develop 5-year follow-up study.	3-10-72	P								M	
4.	Orient students to new courses.	3-28-72	P		M						M	
5.	Complete lists of equipment for new courses.	4-25-72	M	P	M							
6.	Complete new vocational facility layout drawings and specifications.	4-28-72	M	P	M							
7.	Complete initial preview of existing programs and literature search.	5-10-72	P									
8.	Register students for new courses.	5-12-72			M						P	
9.	Hire District Project Director and Project Secretary.	5-12-72	M	P								
10.	Establish project goals, project objectives, product objectives, process objectives, staff responsibilities, and evaluation objectives.	5-12-72	P	M	M	M	M			M	M	
11.	Orient district staff.	5-12-72	P									

PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
12.	Hire District Guidance Coordinator.	5-12-72	M	P								
13.	Complete 5-year follow-up study.	5-15-72	M							P*		
14.	Complete preliminary project plan.	5-22-72	P	M	M	M	M	M	M	M	M	
15.	Survey faculty for volunteer workshops.	5-25-72	P		M	M	M		M	M		
16. a.	Review project plan with district administration.	5-26-72	P	M	M	M	M	M				
b.	Review project plan with State Vocational Office.	5-26-72	P									
17.	Finalize project plan.	6-2-72	P	M	M	M	M	M	M	M	M	
18. a.	Survey existing A-V Equipment.	6-2-72			M	M	M	P				
b.	Project A-V Equipment needs.	6-2-72	M		M	M	M	P		M		
19.	Complete plans for documentary.	6-3-72	P					M				
20.	Submit change request to HEW.	6-9-72	P									
21.	Order equipment for new vocational courses.	6-16-72		P	M							
22.	Contact potential third party evaluators.	6-16-72	P									
23.	Complete workshop agenda.	6-16-72	P	M	M	M	M	M	M			

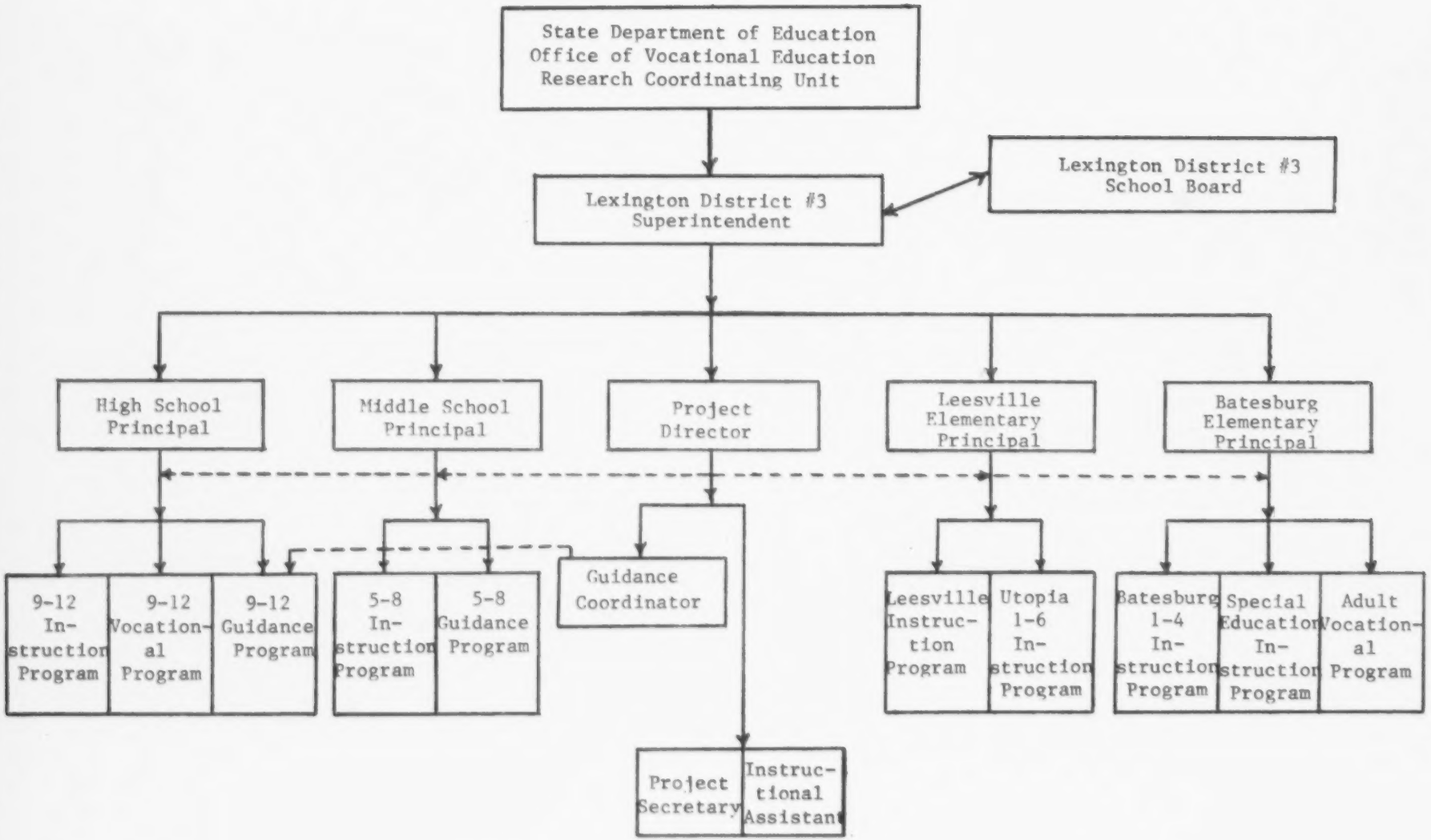
PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
24.	Summarize results of 5-year follow-up study.	6-16-72	M							P*		
25.	Complete first volunteer workshop.	6-17-72	P		V	V	V	M	M	V	V	
26.	Complete second volunteer workshop.	6-24-72	P		V	V	V	M	M	V	V	
27.	Receive confirmation of changed project plan from HEW.	6-29-72	P									
28.	Release construction contract.	6-30-72		P	M							
29.	Release contract to third party evaluator.	6-30-72	P									
30.	Complete third volunteer workshop.	7-8-72	P	V	V	V	V	M	M	V	V	
31.	Release contract for documentary to ETV.	7-14-72	P									
32.	Complete fourth volunteer workshop.	7-15-72	P		V	V	V	M	M	V	V	
33.	Hire instructors for new vocational courses.	7-28-72		P	M							
34.	Develop internal evaluation system.	7-28-72	P					M	M			
35.	Complete fifth volunteer workshop.	7-29-72	P		V	V	V	M	M	V	V	
36.	Develop emergency alternative instructional plans for new vocational courses.	8-4-72	M		P			M		M*		
37.	Complete sixth volunteer workshop.	8-5-72	P	V	V	V	V	M	M	V	V	

PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
38.	Establish Community Resource Council	8-11-72		M	M	M	M	P	M			
39.	Summarize pre-vocational *"hands-on"* activities.	8-11-72	M					P	M			
40.	Install equipment for new vocational courses.	8-18-72	M		P					M*		
41.	Complete new vocational facility.	8-18-72	M	P	M					M*		
42. a.	Complete district project plan.	8-18-72	M	M	M	M	M	P	M			
b.	Develop publicity campaign	8-18-72	V	M				P				
43.	Summarize Career Education activities.	8-18-72	M					P	M			
44.	Develop guidance coordination activities for all grades.	8-18-72	M					M	P		M	
45.	Summarize appropriate available A-V material.	8-21-72	M					P	M			
46.	Complete first staff planning sessions.	8-22-72	M	M	M	M	M	P	M	M	M	
47.	Develop testing program to measure product objectives.	8-24-72	M						P		M	
48.	Develop 10th grade guidance course.	8-24-72	M						P		M	
49.	Develop 11th and 12th grade counseling techniques.	8-24-72	M						P		M	

PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
50.	Develop plan for adult vocational program.	8-25-72	M	P	M		M*	M	M	M*		
51.	Provide certification and in-service training for new vocational instructors.	8-25-72	P		M			M		M*		
52.	Plan use of A-V material.	8-25-72								P		
53.	Hire Instructional Assistant.	8-28-72		P				M	M			
54.	Procure needed A-V equipment.	9-1-72		P								
55.	Start new vocational courses.	9-5-72			P					M*		
56.	Recruit adults and dropouts for adult vocational program.	9-8-72		P			M*	M	M	V*		
57.	Develop models of 1-year and 5-year follow-up study.	9-8-72	M						P		M	
58.	Start adult vocational program.	9-18-72		P	M		M*			M*		
59.	Plan special needs program.	10-9-72				M		M	M	P*	M*	
60.	Complete implementation of first instructional plans.	10-16-72						M	V	P	V	M
61.	Initiate VIEW Program.	10-23-72	M						M		P*	
62.	Complete second planning session.	11-1-72	M	M	M	M	M	P	M	M	M	
63.	Form craft committees for all vocational courses.	11-6-72	M		M			M	M	P*		

PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
64.	Complete implementation of second instructional plans.	1-12-73					M	V	P	V	M	
65.	Implement special needs program.	1-12-73			M				P*	M*	M	
66.	Develop student placement system.	1-12-73	M					P		M*		
67.	Begin model follow-up study.	1-15-73						M		P*		
68.	Complete third planning session.	2-2-73	M	M	M	M	M	P	M	M	M	
69.	Complete implementation of third instructional plans.	3-23-73						M	V	P	V	M
70.	Complete fourth planning session.	4-2-73	M	M	M	M	M	P	M	M	M	
71.	Complete implementation of fourth instructional plans.	5-18-73						M	V	P	V	M
72.	Complete vocational programs and summarize.	5-25-73	M		P			M		M*		
73.	Summarize results of district plan.	5-28-73	M	M	M	M	M	P	M			
74.	Summarize results of all project evaluations.	5-28-73	P	M	M	M	M	M	M	M	M	
75.	Complete special needs program.	5-28-73								P*		
76.	Complete guidance coordination program and summarize.	5-28-73	M		M	M	M	M	P		M	

PROJECT OBJECTIVE	DESCRIPTION of OBJECTIVE	SCHEDULED COMPLETION DATE	State RCU & State Vocational Office	District Superintendent	High School Principal	Middle School Principal	Elementary Principal	District Project Director	Guidance Coordinator	Teachers	Counselors	Instructional Assistant
77.	Complete and review model follow-up study.	5-28-73	M					M	P		M*	
78. a.	Complete summary sessions for teachers.	6-8-73	M					P	M	M	V	
b.	Complete instructional program section of handbook.	6-8-73	M					M	M	P		V
79.	Complete vocational section of handbook.	6-15-73	M		P			M				
80.	Complete planning section of handbook.	6-15-73	P					M				
81.	Complete evaluation section of handbook.	6-15-73	P					M	M			
82.	Complete A-V Section of handbook.	6-15-73	M					M		P		
83.	Complete guidance section of handbook.	6-15-73	M						P		M	
84.	Complete unedited documentary.	6-22-73	P									
85.	Complete student placement and summarize.	7-6-73	M						P		M	
86. a.	Complete documentary.	7-13-73	P									
b.	Complete draft of Career Education Handbook.	7-13-73	P					M	M			
c.	Complete final project report and submit to HEW.	7-13-73	P	M				M	M			



NOTE: a dotted line indicates an area of common concern in relation to responsibility flow.

VII. EVALUATION

A. EVALUATION GOALS

1. To measure the effectiveness of the total project with regard to the achievement of stated objectives.

2. To determine the feasibility of implementing Career Education on a state-wide pilot program basis.

3. To provide assurance to the funding agency that grant award conditions have been fulfilled.

B. EVALUATION APPROACH

1. External evaluation by a disinterested third party.

   a. Measure progress toward achievement of all project objectives.

   b. Appraise effectiveness of the use of all resources (human, physical, and financial) in achieving project objectives.

2. Internal evaluation by Research Coordinating Unit, district staff, and contracted consultants.

   a. Continuously assess progress toward achieving project objectives and initiate appropriate action.

   b. Measure student outcomes in relation to stated product objectives.

   c. Continuously assess the achievement of stated process objectives and measure their resulting effectiveness.

VIII. CAREER EDUCATION DOCUMENTARY

I. PURPOSES

A. To provide an audio-visual supplement to the Career Education Handbook which will detail implementation procedures and problems.

B. To provide a positive representation of Career Education which will encourage its adoption throughout South Carolina.

C. To provide an explanation of the South Carolina Career Education model to other states.

II. TENTATIVE CONTENT

A. Project and program description and organization

B. Planning

1. State Department of Education
2. District administration and project staff
3. District teachers and counselors

C. Program

1. Administration
2. Instructional processes

D. Community involvement

E. Cost

F. Outcomes

G. Endorsements

1. HEW
2. State
3. Local school personnel
4. Local community

III. COMPLETION DATES

A. Unedited documentary on June 22, 1973

B. Completed documentary on July 13, 1973

IX. RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
LEXINGTON SCHOOL DISTRICT THREE

	BUDGET				
	SUPPLEMENTAL ALLOCATION FOR VOC.RES. & DEV.	PL. 90-576 PARTS B & C	STATE	LOCAL	TOTAL
PERSONNEL					
Project Coordinator	$ 10,000	$ -	$ -	$ -	$ 10,000
Project Director (13½ mos.)	12,038	-	-	-	12,038
Guidance Coordinator (13½ mos.)	9,000	-	-	-	9,000
Implementation (9 mos.)	3,330	-	-	-	3,330
Secretary (16 mos.)	4,400	-	-	-	4,400
Fringe Benefits and Insurance (13.5% of Salaries)	5,234	-	-	-	5,234
Sub-Total	44,002	-	-	-	44,002
TEACHER TRAINING					
Workshop Stipends	11,000	-	-	-	11,000
Consultants	2,500	-	-	-	2,500
Sub-Total	13,500	-	-	-	13,500
EVALUATION					
Third-Party Evaluation	4,000	-	-	-	4,000
Follow-up Study	800	-	-	-	800
Additional Testing	500	-	-	-	500
Sub-Total	5,300	-	-	-	5,300
INSTRUCTIONAL SOURCES					
Audio-visual Supplies	5,000	-	-	-	5,000
Field Trips	1,500	-	-	-	1,500
Other Material & Supplies	8,696	-	-	-	8,696
Sub-Total	15,196	-	-	-	15,196
PROJECT MATERIALS DEVELOPMENT					
Handbook Draft Development	300	-	-	-	300
Audio-visual Development	3,000	-	-	-	3,000
Sub-Total	3,300	-	-	-	3,300
OTHER					
Travel (Staff)	4,000	500	-	-	4,500
Publicity	2,000	-	-	-	2,000
Communication	500	-	-	-	500
Office Equipment and Supplies	1,700	-	-	-	1,700
Sub-Total	8,200	500	-	-	8,700
VOCATIONAL COURSES					
Facility	15,000	22,500	-	22,500	60,000
Supplies and Equipment	29,115	5,887	12,500	7,500	55,002
Instructors	28,000	7,000	-	-	35,000
Sub-Total	72,115	35,387	12,500	30,000	150,002
TOTAL	$ 161,613	$ 35,887	$ 12,500	$ 30,000	$ 240,000

APPENDIX B-2

PRINCIPAL PLANNING OBJECTIVES - PROJECT VIEW

No.	Description of Objective	(Actual) or Scheduled Completion Date
1	Project VIEW initiated	(Feb., 1972)
2	Review of existing VIEW program-Nationwide	(Feb., 1972)
3	Visitation, with 3 M Company Representatives, Secondary Guidance Personnel, to the Indiana University Center for Career Guidance	(Feb., 1972)
4	Meeting with South Carolina Employment Security Commission	(March, 1972)
5	Select Occupations for Initial VIEW Deck	(March, 1972)
6	Secure VIEW Program and Equipment Cost Estimates	(March, 1972)
7	Mail out VIEW Information and Participation Questionnaire to all South Carolina School District Superintendents	(March, 1972)
8	Compile and Summarize Participation Questionnaire Responses	(April, 1972)
9	Determine Number of VIEW cards required	(April, 1972)
10	Determine "Implementation Workshop" general Location	(April, 1972)
11	Design VIEW Cards	(April, 1972)
12	Design VIEW Script and Format	(April, 1972)
13	Secure Graphic Artist-Script Illustrating	(April, 1972)
14	Secure Microfilm Reader-printer Cost and Delivery Information	(May, 1972)
15	Design "VIEW DECK" Container and secure cost/delivery quotations	(May, 1972)
16	Order"VIEW DECK" Containers	(May, 1972)
17	Issue Notification of Grant Awards for Equipment Purchase Assistance to Participating School Districts	(June, 1972)
18	VIEW Scripts complete	(August, 1972)
19	Develop Implementation Workshop Program	(August, 1972)
20	Develop Public Relations and Publicity Program	(August, 1972)
21	Develop Support Materials (Index, Student Interest Self-inventory, Guidance Manual, etc..)	(September, 1972)
22	Photo-process, Duplicate and Pack VIEW Cards	(September, 1972)
23	Develop VIEW Evaluation and Feedback System	(September, 1972)
24	Conduct VIEW Implementation Workshops	(October, 1972)
25	Disseminate VIEW Cards and Materials to Participating School Districts	(October, 1972)
26	VIEW Program Operational	(October, 1972)

APPENDIX B-3

PRINCIPAL PLANNING OBJECTIVES - CURRICULUM GUIDES

No.	Description of Objective	(Actual) or Scheduled Completion Date
1.	Receive completed Curriculum Guides (14), in pre-published draft form, from "Grantees".	(June 30, 1972)
2.	Develop criteria for evaluation of Guides	(July, 1972)
3.	Evaluate and revise Guides	(July, 1972)
4.	Duplicate copies of Guides (1st draft)	(July, 1972)
5.	Design Guide Review workshop for State Department of Education personnel and Teacher Educators from state supported colleges	(July, 1972)
6.	Curriculum Guide Development presentations to appropriate vocational teachers' sectional meetings at "Annual Vocational Teachers' Conference	(August, 1972)
7.	Conduct Review workshop with SDE personnel and Vocational Teacher Educators	(August, 1972)
8.	Finalize Curriculum Guides	(August, 1972)
9.	Develop evaluation and feed-back system for field testing of Curriculum Guides	(August, 1972)
10.	Reproduction of Guides for implementation	(August, 1972)
11.	Dissemination of Curriculum Guides	(September, 1972)
12.	Curriculum Guides implemented	(September, 1972)
13.	Vocational Teacher's In-Service Workshops conducted	(September, 1972 through May, 1973)
14.	Field testing evaluation and feed-back data compiled, summarized and revision recommendations listed	(May, 1973)
15.	Curriculum Guide Review Workshops	(June, 1973)
16.	Curriculum Guide Updating and Dissemination	(August, 1973)
17.	Phase II - Implementation for field testing	(September, 1973)